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| <p>Weekly Question: How can water change land, and why does it matter?</p> | |
| <p>Texts</p>    | <p>Vocabulary and Language Days 1 & 2: Introduce Weekly Words: <i>carve, fill flow, impact, plunge, stream (n), stream (v), wear</i> Day 3: Words with Multiple Meanings Day 4: Words with Multiple Meanings Day 5: Making and Using New Words</p> |
| | <p>Text Talk Day 1: <i>Water Rolls, Water Rises</i>, Read 1 Day 2: <i>Water Rolls, Water Rises</i>, Read 2 Day 3: <i>Soil Erosion and How to Prevent It</i>, Read 2 Day 4: <i>Erosion: Changing Earth's Surface</i>, Read 1 Day 5: <i>Erosion: Changing Earth's Surface</i>, Read 2</p> |
| | <p>Stations Guided Independent Reading</p> <hr/> <p>Listening & Speaking: Listen & Respond (<i>Dirt: The Scoop on Soil</i>) Science Literacy: What can we learn about an area of land by drawing a map? Vocabulary: Choose 3!, Think About It Word Work: choose from activities Writing: follows from Text Talk Week 1, Days 1 and 3</p> |
| <p>Mentor texts</p>   | <p>Science and Engineering Lesson 1: Quadrat Study 3 Lesson 2: The Forces of Water on Land</p> <p>Studios Exploring impacts of water: Watercolor paints and stream table experiments continue; in addition, children follow K'NEX procedures and write introductions for classroom books.</p> |
| | <p>Writing: Procedure Day 1: Peer-to-Peer Feedback Day 2: Introduction to and Beginning Revising and Publishing Day 3: Revising and Publishing Day 4: Individual Construction: Title & Goal; Publishing Day 5: Presentation and Celebration</p> |

Unit 2: The Forces of Wind and Water

WEEK 3 Days 1 & 2

Vocabulary & Language
Weekly Words

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| Weekly Question | How can water change land, and why does it matter? |
| Language Objectives | I can talk with my classmates about words. (SL.1.2) I can define and use new words. (L.5) I can connect words to my own real-life experiences. (L.5.2.a) |
| Vocabulary | carve: to form by cutting fill: to take up all or most of the space flow (v): to move in a smooth, steady stream impact: to have a strong effect on someone or something plunge: to move suddenly forward or downward stream (n): a small, flowing body of water, a brook or creek stream (v): to flow wear (n): damage caused by use |
| Materials and Preparation | Choose four words to teach each day, following the steps of the Weekly Words routine. <ul style="list-style-type: none">● Week 3 Weekly Words cards● chart paper Create the week's Weekly Words chart by writing out the Weekly Words and their definitions. Add icons, sketches, or images as needed. |
| Opening Day 1 | <p style="text-align: center;"><i>This week's Weekly Words relate to the impacts of water on land. Today's words are: _____, _____, _____, and _____.</i></p> <p>As children rate their knowledge of each word, ask a few children to share their ideas about the word. Use this opportunity to highlight connections, similarities, and differences to other words used in the classroom,</p> |

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| | <p>remarking on parts of speech and morphology and affirming children’s word knowledge. As children respond to the Think, Pair, Share prompts, encourage them to use the word as they speak. Offer sentence stems where it might be helpful.</p> |
| Day 2 | <p><i>Let’s continue learning our words for this week. Today’s words are: _____, _____, _____, and _____.</i></p> |
| Teaching the words | <p>carve (verb) Elaboration: <i>Maybe you have seen ice sculptures! People use different kinds of tools to carve ice into sculptures, including knives and saws. This person seems to be carving a swan out of ice. See its curved neck and where the person will carve the beak?</i></p> <p>Think, Pair, Share prompt: <i>Imagine you had a big chunk of wood. What might you be able to carve in it?</i></p> <hr/> <p>fill (verb) Elaboration: <i>Someone is pouring juice into a glass; it looks like they will fill it right to the top!</i></p> <p>Support English learners with attention to the vowel sound. <i>Listen carefully to this word: [say the word slowly, then segment the sounds to emphasize the sound /i/]. This is different from the word “feel,” as in “I feel worried today” or “It feels cold outside.”</i> fill [point to the image]; feel [gesture feeling cold]: <i>Do you hear the difference?</i></p> <p>Think, Pair, Share prompt: <i>If you feel thirsty, what would you like to fill a cup or glass with?</i></p> <hr/> <p>flow (verb) Elaboration: <i>This dancer, Judith Jamison, makes movements that flow as she dances; her costume also flows along with her body!</i></p> <p>Think, Pair, Share prompt: <i>Use your hands or your whole body to act out flow. If you are water, where are you flowing? You can say, “I flow to the _____” [ocean, sea, lake, etc.]</i></p> |

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| | <p>impact (verb) Elaboration: <i>This word, impact, can be used in many different contexts. We can impact our school community by taking an action that helps all students do their best learning. Waves can impact the land by crashing against it and changing its shape.</i></p> <p>Think, Pair, Share prompt: <i>Think about a time when the weather impacted your activities—when it affected your plans.</i></p> |
| | <p>plunge (verb) Elaboration: <i>In a waterfall, the water plunges down over the rocks. It moves quickly down.</i></p> <p>Think, Pair, Share prompt: <i>Would you rather plunge your hands into a bowl of ice water or into warm water? Why?</i></p> |
| | <p>stream (noun) Elaboration: <i>The word stream can be used as a noun, to name a thing. This stream is flowing over rocks, through a forest, and next to a path.</i></p> <p>Think, Pair, Share prompt: <i>Why might a stream be an important part of an animal’s habitat?</i></p> |
| | <p>stream (verb) Elaboration: <i>The word stream can also be used as a verb, an action. The water is streaming into this person’s hands, maybe from a faucet or a hose. You can also say, if you are watching a race, that you see all the runners stream by—they are all moving quickly in the same direction.</i></p> <p>Think, Pair, Share prompt: <i>Soy sauce or ketchup might stream out of a bottle. How many other things can you think of that might stream or stream by?</i></p> |
| | <p>wear (noun) Elaboration: <i>This work glove shows a lot of wear. Someone has probably been using them for a long time to do rough work, so much that holes</i></p> |

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| | <p><i>have appeared.</i></p> <p>Think, Pair, Share prompt: <i>Do you have an item of clothing, a backpack, a blanket, or even a favorite stuffed animal that shows a lot of wear?</i></p> |
| Closing | <p><i>This week we are learning about how water can change land. The words we're studying this week will help us to talk about this, our texts, and other experiences we're having together.</i></p> |
| Standards | <p>SL.1.2 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>Standard L5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening. Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>L.5.2.a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p> |
| Ongoing assessment | <p>Use information gathered from each lesson to plan for embedded opportunities for teaching and reinforcing words.</p> <p>How do children interact with new and familiar words? Are they playful, curious, perplexed, disengaged? Do children connect words to personal experiences? What connections do children make between words they are learning and familiar words? How do children integrate learning from phonics lessons and other developing morphological knowledge? How do children respond when they discover an error in their understanding or use of a word? How flexible are they when confronted with new definitions? How do children talk with peers about new words—do they use gestures, substitute familiar words, dig for descriptions, tell stories?</p> <p>Keep a list to follow each child's vocabulary growth over time.</p> |



carve

verb

<https://www.youtube.com/watch?v=retQHh7dIpM>



fill

verb

<https://en.wikipedia.org/wiki/Juice>

Weekly Words U2 W3

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Maine Department of Education



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flow

verb

<https://fineart.ha.com/itm/photographs/max-waldman-american-1920-1981-judith-jamison-cry-two-photographs-1976gelatin-silver14-1-4-x-13-7-8/a/5176-74210.s>



impact

verb

[https://commons.wikimedia.org/wiki/File:Waves_Crashing_on_Rocks_\(910358858\).jpg](https://commons.wikimedia.org/wiki/File:Waves_Crashing_on_Rocks_(910358858).jpg)

Weekly Words U2 W3

Focus on Second/ 2nd Grade for ME | Boston Public Schools Department of Early Childhood P-2/

Maine Department of Education



plunge

verb

<https://www.visitma.com/blog/2012/05/massachusetts-notable-waterfalls/>



stream

noun

<https://www.marketplace.org/2019/11/21/cities-are-piloting-e-bike-programs-in-a-bid-to-reduce-delivery-truck-traffic/>

Weekly Words U2 W3

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Maine Department of Education



stream

verb

<https://ckphu.com/water-streaming-over-hands-2/>,<https://sportsmuseum.org/event/boston-marathon/>



wear

noun

<https://www.superiorglove.com/blog/how-long-should-work-gloves-last>

Weekly Words U2 W3

Focus on Second/ 2nd Grade for ME | Boston Public Schools Department of Early Childhood P-2/

Maine Department of Education

Unit 2: The Forces of Wind and Water

WEEK 3 Day 3

Vocabulary & Language
Words with Multiple Meanings

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| Weekly Question | How can water change land, and why does it matter? |
| Language Objective | I can use sentence context to determine the meaning of a word. (L.4.2.a) |
| Vocabulary | noun: a word that names a person, place, thing, or idea verb: a word that expresses a physical action, mental action, or state of being |
| Materials and Preparation | <ul style="list-style-type: none">Words with Multiple Meanings slides Note: This lesson uses slides 1-8. |
| Opening | <i>Today we will look closely at some of our Weekly Words from this unit. Some of the words we have been learning have multiple meanings—they can mean different things. Today we will practice figuring out a word’s meaning by looking at its context in a sentence.</i> |
| Discussion slide 2 | <i>Let’s read this word together.</i> Tap and blend the word “stream” together. <i>What does the word “stream” mean?</i> Click the animation to show the part of speech and definition. |
| slide 3 | <i>What is another meaning of the word “stream”?</i> Click the animation to show the part of speech and definition. <i>“Stream” can be a noun that names a body of water or a verb that expresses an action.</i> |
| slide 4 | <i>Let’s read a sentence to figure out which meaning of “stream” is being used.</i> Read the sentence together. |

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| | <p><i>What does “stream” mean in this sentence? How do you know?</i></p> <p><i>Using the context, or the other words in the sentence, helps you figure out which meaning of the word the author is using.</i></p> |
| slide 5 | <p><i>Let’s read another word together.</i> Tap and blend the word together.</p> <p><i>What does the word “wear” mean?</i> Click the animation to show the part of speech and definition.</p> <p><i>What is another meaning of the word?</i></p> <p><i>“Wear” can be a noun naming damage over time, or it can be a verb that expresses the action of having something on your body, or the action of causing damage over time.</i></p> |
| slide 6 | <p><i>Let’s read a sentence to figure out which meaning of “wear” is being used.</i> Read the sentence together.</p> <p><i>What does “wear” mean in this sentence? How do you know?</i></p> |
| slide 7 | <p><i>Let’s read another word together.</i> Tap and blend the word together.</p> <p><i>What does the word “layer” mean?</i> Click the animation to show the part of speech and definition.</p> <p><i>“Layer” can also be used as a verb. What would the action of layering be like?</i></p> |
| slide 8 | <p><i>Let’s read a sentence to figure out which meaning of “layer” is being used.</i> Read the sentence together.</p> <p><i>What does “layer” mean in this sentence? How do you know?</i></p> |
| Closing | <p><i>Today we used the context, or other words in the sentence, to find out which meaning of a word was being used. Tomorrow you will write your own sentences with these words.</i></p> |
| Standards | <p>L.4.2.a Use sentence-level context as a clue to the meaning of a word or phrase.</p> |

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| Ongoing assessment | During the discussion, listen for evidence that children are understanding words with multiple meanings. Do children accurately define vocabulary words? Do they know the alternate meanings of the words? Do they use sentence context to determine the meaning of the word? |
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| Notes |
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Unit 2: The Forces of Wind and Water

WEEK 3 Day 4

Vocabulary & Language
Words with Multiple Meanings

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| Weekly Question | How can water change land, and why does it matter? |
| Language Objectives | I can use sentence context to determine the meaning of a word. (L.4.2.a) I can write sentences that show different meanings of a word. (L.4) |
| Vocabulary | noun: a word that names a person, place, thing, or idea verb: a word that expresses a physical action, mental action, or state of being |
| Materials and Preparation | <ul style="list-style-type: none">• Words with Multiple Meanings slides, from Day 3• paper and pencil, one for each child |
| Opening | <i>Yesterday we explored words with multiple meanings. Today you will choose one of the words we explored and write two sentences, one to demonstrate each of the word's meanings.</i> |
| Discussion | Quickly review the two definitions for each word discussed on Day 3. |
| slides 2-8 | |
| slide 9 | <i>Choose one of the words we discussed—"stream," "wear," or "layer." Then, write two sentences that demonstrate different definitions of that word.</i> Send children to write independently or with a partner. Circulate to support them, reviewing the different definitions as necessary. |
| | Bring the class back together. Invite a child to share their sentences. As a class, discuss how the sentences demonstrate the different meanings of the word. Encourage children to use gestures to demonstrate the different meanings of the word in context. Repeat the process with other children, as time allows. |
| Closing | <i>Today you wrote sentences that demonstrated different meanings of the same word.</i> |

Unit 2: The Forces of Wind and Water

WEEK 3 Day 5

Vocabulary & Language

Making and Using New Words

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| Weekly Question | How can water change land, and why does it matter? |
| Language Objective | I can work with my classmates to make new words by identifying root words and changing or adding parts. I can use the words we make in a sentence. (SL.1.2, L.4.2.c) |
| Vocabulary | carve: to form by cutting fill: to take up all or most of the space flow (v): to move in a smooth, steady stream impact: a strong and powerful effect plunge: to move suddenly forward or downward stream (v): to flow |
| Materials and Preparation | <ul style="list-style-type: none">• Week 3 Making and Using New Words sheets, one for each small group• pencils, one or two for each small group• Week 3 Weekly Words cards, those listed above• chart paper and markers (2 different colors) |
| Opening | <i>This week we are using the Making and Using New Words routine.</i> |
| Key Activity | <p>Distribute sheets and send children to work. Circulate to help children strategize through the routine, encourage equitable participation, observe interpersonal dynamics, and glean understanding about children’s knowledge about how words are formed.</p> <p>While children work, select one group to present their response to the class. Have the group identify one or two members who will present the words they made and read their sentence aloud.</p> <p>After about 7 minutes, signal for children to finish their answers and return to the whole group.</p> |

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| | <p>Invite the presenter(s) from the selected group to share the word they started with, new words they made, and then the sentence they wrote. <i>Please read your sentence slowly so I can write it down.</i> Write the sentence on the chart paper.</p> <p><i>Let's see which Weekly Word they used and changed! I'll read the sentence again, and you can let me know when you hear the word that came from one of our Weekly Words.</i></p> <p>Read the sentence aloud, slowly, and pause as children identify the Weekly Words. Circle that word with the contrasting marker. <i>Let's think together about how this word changed and how that changed its meaning.</i></p> <p>Invite children from other groups to share any ways that this group's work resembles their own.</p> |
| Closing | <p><i>We can see that changing a word's ending changes its meaning and how it's used.</i></p> |
| Standards | <p>SL.1.2 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>L.4.2.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</p> |
| Ongoing assessment | <p>Listen to children's conversations as they work. What knowledge do children demonstrate about parts of words? What contributions do they make to the construction of a response to a specific question?</p> <p>Observe children's interactions. How effectively do children work in their groups? What roles do they take on?</p> <p>Reflect on the whole group sharing of one group's response. What more was revealed about children's understanding of how words' meanings change according to their parts?</p> <p>Review each sheet. Use children's answers to inform planning for successive lessons, revisiting words and suffixes, and informal conversations with individual children.</p> |

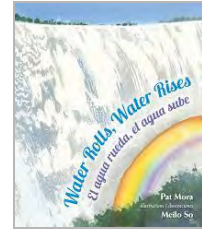
Names: _____

Choose one Weekly Word. Underline the base word. Make new words by adding or changing suffixes. Write the words. Check to make sure they make sense. What do the new words mean?

| Weekly Words | Suffixes | | New Words |
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| carve fill flow impact plunge stream | - s - ed - ing - es - er - est | - ful - ment - ness - less | <hr/> <hr/> <hr/> <hr/> <hr/> |

Write a sentence with one of the new words.

Unit 2: The Forces of Wind and Water



WEEK 3 Day 1

Text Talk
Water Rolls, Water Rises
 Read 1 of 2

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| Big Ideas | <p>Wind and water can change the shape of the land.</p> <p>The changing shape of the land impacts people.</p> |
| Weekly Question | How can water change land, and why does it matter? |
| Content Objectives | <p>I can use key details from the illustrations and words to describe the setting in a poem. (R.11.2.a, R.11.2.b)</p> <p>I can locate several important landforms and bodies of water on a map. (2.T2.1)</p> <p>I can explain how the location of landforms and bodies of water helps determine living conditions. (2.T2.3)</p> <p>I can describe how different bodies of water can change the shape of land. (2-ESS2-3, 2-ESS2-4(MA))</p> |
| Language Objectives | <p>I can self-monitor my understanding and ask questions when I lose the meaning of the text. (SL.1.2.c)</p> <p>I can learn new words by associating closely related verbs and closely related adjectives. (L.5.2.b)</p> |
| Vocabulary | <p>brash: energetic and a little mischievous</p> <p>canal: a human-made waterway</p> <p>canyon: a deep valley with steep sides</p> <p>careen: to sway while moving</p> <p>frost: to cover with white, like ice or snow</p> <p>murmur: a low, continuous sound, as of a brook, the wind, or trees</p> <p>plume: a rising body of smoke or water</p> |

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| | <p>quench: to satisfy</p> <p>reservoir: a place where water is collected</p> <p>shape: to form something</p> <p>spangle: glitter</p> <p>twilight: the early part of the evening with soft light</p> <p>weave: to zigzag</p> |
| <p>Materials and Preparation</p> | <ul style="list-style-type: none"> ● <i>Water Rolls, Water Rises</i>, Pat Mora Pre-mark page numbers in the book to correspond with the lesson. Page 1 is the page that begins “Water rolls / onto the shore...” Read the book carefully to identify some instances of closely associated verbs and adjectives. For example, <ul style="list-style-type: none"> rolls, rises, sails high (pages 1-5) slithers and snakes (page 7) streams, slides, gliding (page 11) murmurs, whispers (page 20) swirls, twists, twirls (page 14) skidding, swooping, careening (page 23) <p>Note: This is a dual language text. Reading in this lesson will focus on the English text and include interaction with Spanish to the extent allowed by the linguistic knowledge of the teacher and appropriate for the children in the class.</p> <ul style="list-style-type: none"> ● Water Images slides ● projector and screen ● whiteboard and marker ● Writing Station Response: <i>Water Rolls, Water Rises</i>, 1 copy On the whiteboard, write the Writing Station prompt. ● chart paper Prepare the Weekly Question Chart. |
| <p>Opening 8 minutes</p> | <p>Introduce the book and purpose for reading.</p> <p><i>Today we will read Water Rolls, Water Rises, written by Pat Mora and illustrated by Meilo So. It is written in English and Spanish.</i></p> <p>Pause to acknowledge the linguistic assets of children and adults in the classroom community.</p> <p><i>In this book, the detailed illustrations are of water around the world, based on real places. Today we will use these illustrations to describe water and how water changes the shape of land. We will also use the illustrations to help us learn some new descriptive words in the text.</i></p> <p><i>Let’s preview this book by doing a silent picture walk. Look at the</i></p> |

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| | <p><i>illustrations and think about how you would describe these bodies of water.</i></p> <p>Turn slowly through a few pages, and then stop.</p> <p><i>Think about one of the pages that has captured your attention so far. Stop and think: what do the illustrations on the page make you imagine about the setting? How is water affecting the land in that setting?</i></p> <p>Turn slowly through the same pages a second time while children think.</p> <p><i>Now, turn to a partner and talk about the page you chose. Share what the illustration made you think about the setting. What information about landforms and bodies of water do we get from looking at this illustration?</i></p> <p>Give children a minute or two to talk with partners.</p> <p><i>Let's look silently at the rest of the illustrations.</i></p> <p>Show each page silently.</p> <p><i>What information about these places do you already have from the illustrations?</i></p> |
| <p>Text and Discussion 16 minutes slides</p> | <p><i>Meilo So created the illustrations for this book with watercolor paints. Let's look at photographs of a few of these same places.</i></p> <p>Show the Water Images slides. Note that children have seen one of these photographs before, the Yangtze River (from Text Talk Week 1, Day 5).</p> <p><i>How does seeing a photograph affect the impression you got from the illustration? Now what do you think about how water is shaping the land in these places?</i></p> <p>Briefly harvest a few ideas about the connections between the illustrations and photographs.</p> |
| <p>pages 1-6</p> | <p><i>Let's read the first few pages of the text. As I read, pay attention to the illustrations, and notice descriptive words that might have similar meanings, or meanings that are almost the same. We'll notice how the illustrations and language together help us describe the settings.</i></p> |
| <p>pages 7-8</p> | <p><i>Look at the illustrations. What do you notice?</i></p> <p><i>The text says that water "slithers and snakes." "Snake" and "slither" are words that describe the action of the water and that have similar meanings here. The language is comparing the movement of the water to the movement of a snake. [Use an arm and hand gesture to demonstrate.]</i></p> |

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| | <p><i>How do the illustrations help you understand these words?</i></p> <p><i>Turn to a partner. How would you describe the relationship between land and water here, based on the illustrations and language?</i></p> <p>Continue reading. Invite children to put a thumb up when they hear words that are challenging and similar, like “slithers” and “snakes.”</p> |
| page 14 | <p><i>How do the illustrations help you understand the words “twists” and “twirls?”</i></p> <p><i>Turn to a partner. How would you describe the relationship between land and water here, based on the illustrations and language?</i></p> <p>Continue reading. Invite children to put a thumb up when they hear words that are challenging and similar, like “slithers” and “snakes.”</p> |
| page 22 | <p><i>Do you notice that understanding the text gets difficult? The author uses lots of new words and writes them in a poetic way. Thumbs up if that’s happening to you. You can use the illustrations to help you understand the words.</i></p> <p><i>Please ask questions if you are still confused. You can raise your hand and say, “I don’t understand _____,” and then we can discuss it together and see if we can figure out what the author means.</i></p> |
| End | <p>Read to the end, pausing to discuss the illustrations, confusing poetic language (for example, “water rests, drowsy in reservoirs, its glistening silence shimmers”), and challenging words that are similar, as needed.</p> |
| Key Discussion 13 minutes | <p>Think, Pair, Share.</p> <p><i>What do we know about water and how it changes the shape of land, based on these illustrations and the descriptions in this text? Cite a specific page as evidence as you talk with your partner.</i></p> <p>Engage in a whole group discussion about children’s reactions to the illustrations and language of the text.</p> <p>Show the Writing Station Response sheet and refer to the prompt on the whiteboard.</p> <p><i>This is the sheet you will use; it has the prompt at the top.</i></p> <p>Read the whole prompt twice. The first time, read the prompt aloud. The</p> |

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| | <p>second time, invite the children to read along. Clarify children’s questions about the prompt.</p> |
| <p>Closing 1 minute</p> | <p><i>Today we used illustrations to describe water and how water changes the shape of land. We also used the illustrations to help us learn some new descriptive words. You asked questions when you were still confused.</i></p> <p><i>Tomorrow, when we read Water Rolls, Water Rises again, we will pay close attention to the language again to see how the rhythm of the words adds meaning to the text. We’ll also continue thinking about related words that are challenging.</i></p> |
| <p>Weekly Question Chart 2 minutes</p> | <p>Begin the Weekly Question Chart.</p> <p><i>Throughout this week, we will be asking and answering this question: How can water change land, and why does it matter? We will record our ideas here.</i></p> <p><i>In this book, we saw how water affects land in different places and how one author and illustrator uses specific words and paintings to depict this. Let’s add this to our chart: Water and land look different in different settings. Authors can use poetic language to depict this.</i></p> <p>Record this idea.</p> <p><i>We can add more to our chart during the week.</i></p> |
| <p>Standards</p> | <p>R.11.2.a Use illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>R.11.2.b Compare and contrast two or more versions of the same story presented in diverse forms.</p> <p>SL.1.2.c Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>L.5.2.b Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</p> <p>2.T2.1. On a map of the world and on a globe, locate all the continents and some major physical characteristics on each continent (e.g., lakes, seas, bays, rivers and tributaries, mountains and mountain ranges, and peninsulas, deserts, plains).</p> <p>2.T2.3. Explain how the location of landforms and bodies of water helps determine conditions (i.e., climate, weather, vegetation) for habitable living.</p> |

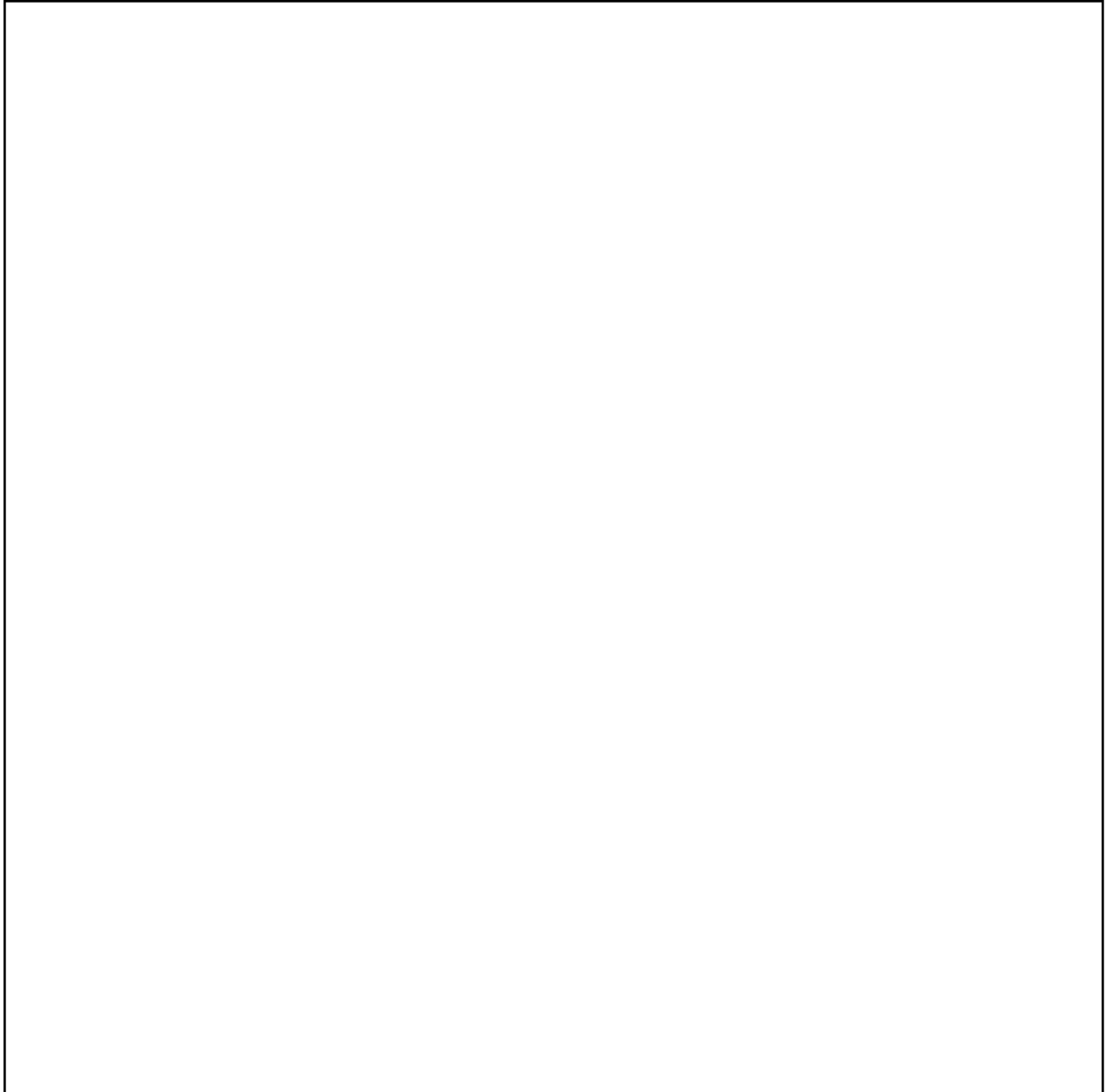
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| | <p>2-ESS2-3. Use examples obtained from informational sources to explain that water is found in the ocean, rivers and streams, lakes and ponds, and may be solid or liquid.</p> <p>2-ESS2-4(MA). Observe how blowing wind and flowing water can move Earth materials from one place to another and change the shape of a landform.</p> |
| <p>Ongoing assessment</p> | <p>Listen in to children’s conversations about settings and bodies of water. Do children use both the illustrations and text to inform their descriptions and explanations?</p> <p>Note children’s reactions and understanding of the poetic language. Do they explain how the poetic language influences their understanding of the descriptions of water?</p> <p>Pay attention to children’s playfulness with language and how they use associations to build meaning.</p> <p>Observe children’s ability to self monitor and ask questions. Do they ask questions at the point of misconception or curiosity?</p> |

Notes

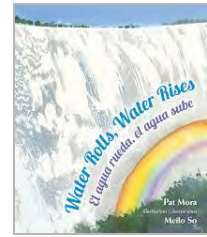
Writing Response: *Soil Erosion and How to Prevent It*, Natalie Hyde

Name: _____ Date: _____

1. Draw a picture of one kind of erosion by water.



Unit 2: The Forces of Wind and Water



WEEK 3 Day 2

Text Talk
Water Rolls, Water Rises
 Read 2 of 2

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| Big Ideas | <p>Wind and water can change the shape of the land.</p> <p>The changing shape of the land impacts people.</p> <p>People can change the shape of the land.</p> |
| Weekly Question | How can water change land, and why does it matter? |
| Content Objective | <p>I can describe how words and phrases give rhythm and meaning to a poem. (R.7.2.a)</p> <p>I can locate several important landforms and bodies of water on the map. (2.T2.1)</p> <p>I can explain how the location of landforms and bodies of water helps determine living conditions. (2.T2.3)</p> <p>I can describe how different bodies of water can change the shape of land. (2-ESS2-3, 2-ESS2-4(MA))</p> |
| Language Objective | I can learn new words by associating closely related verbs and closely related adjectives. (L.5.2.b) |
| Vocabulary | <p>brash: energetic and a little mischievous</p> <p>canal: a human-made waterway</p> <p>canyon: a deep valley with steep sides</p> <p>careen: to sway while moving</p> <p>frosts: covers with white, like ice or snow</p> <p>gorge: a deep valley with steep sides, like a canyon</p> <p>impact: the power of one thing to change another thing</p> |

murmur: a low, continuous sound, as of a brook, the wind, or trees
plume: a rising body of smoke or water
quench: to satisfy
reservoir: a place where water is collected
spangle: glitter
tulip: flower
twilight: the early part of the evening with soft light
weave: to zigzag

Materials and Preparation

- *Water Rolls, Water Rises*, Pat Mora
 Flag the following pages with sticky notes.
 - Qutang Gorge: pages 7- 8
 - Canals in Holland: pages 9-10
 - Minnesota rice fields: pages 19-20
 - Grand Canyon: pages 23-24
- Review the text for sets of related words on these flagged pages.
- *Water Rolls, Water Rises* excerpt, pages 7-8, cut to half-sheets, one for each pair of children
 - Text Talk notebooks and pencils
 - Prompts for Discussion chart
 - world map and pushpin
 - chart paper
- Prepare the following chart, *Water Rolls, Water Rises*.

| Water Rolls, Water Rises | | |
|---------------------------------------|----------------------------|--------------------------------|
| Setting | What we notice about water | What we notice about landforms |
| Qutang Gorge, China | | |
| canals, Holland | | |
| rice fields, Minnesota, United States | | |
| Grand Canyon, United States | | |

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| | <p>On the whiteboard, write:</p> <p>What special rhythms or sounds do you notice in the language?</p> <p>What does it make you think about?</p> <p>Why do you think the author wrote it that way?</p> <p>Leave some blank space on the whiteboard to list words during the lesson.</p> |
| <p>Opening 1 minute</p> | <p><i>Yesterday, we read Water Rolls, Water Rises, written by Pat Mora and illustrated by Meilo So. Today when we read, let's listen to the way certain words and phrases give rhythm and meaning to the text. We'll also think about this text in the context of our study of water and landforms. We will focus on four pages, listening closely to the rhythm of the language and describing what we notice about the water and landforms.</i></p> |
| <p>Text and Discussion 26 minutes pages 7-8</p> | <p>Distribute the text excerpts. Open the book to pages 7-8 (the Qutang Gorge).</p> <p><i>We will listen to this passage multiple times. I will read twice, and you can follow along. As we read, pay attention to the rhythm of the words and see if it helps you understand what it means.</i></p> <p>Read page 7 (and page 8, if possible) a few times.</p> <p>Point to the questions on the board and read them aloud.</p> <p><i>What special rhythms or sounds do you notice in the language?</i></p> <p><i>What does it make you think about?</i></p> <p><i>Why do you think the author wrote it that way?</i></p> <p>Arrange children in groups of three to discuss these questions. After a few minutes, have one or two groups share their responses, addressing one question at a time.</p> <p><i>Did you find any words that are closely associated, or related, to each other?</i></p> <p>List the words on the whiteboard. Highlight any words that relate to the weekly question, How can water change land, and why does it matter?</p> <p>Locate this setting as part of the Yangtze River in China, which children have seen previously in a photograph. Show the Yangtze River on the world map. The Three Gorges, of which the Qutang is one, are located about a third of the way along the river from its mouth or eastern end. Pin the area.</p> <p>Begin the <i>Water Rolls, Water Rises</i> chart.</p> <p><i>This page is an illustration of the Qutang Gorge. A gorge is like a</i></p> |

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| | <p><i>canyon, a deep valley with steep sides. On this chart, let's start jotting down notes about the different settings we find in the book.</i></p> <p><i>What do you notice in the illustration and text about the water here in the Qutang Gorge? What do you notice about the landforms?</i></p> |
| <p>pages 9-10</p> | <p>Distribute Text Talk notebooks and pencils. Turn to pages 9-10 (canals in Holland).</p> <p><i>Let's listen to this passage; I'll read it twice. Remember to pay attention to the rhythm and the special language sounds and meanings.</i></p> <p><i>This time, think by yourself about our three questions. In your Text Talk notebook, write a note about each question. Writing a note can help you organize and remember your thinking.</i></p> <p>Read the questions aloud. Give children a few minutes to turn to a fresh page in their notebooks and respond in writing.</p> <p><i>Now, let's notice if there are any words we should add to our list of words that are related.</i></p> <p>Show and pin Holland on the map. Identify Holland as a country on the continent of Europe.</p> <p><i>This page represents the canals in Holland. A canal is a waterway constructed by people. What do you notice about this human-made waterway based on the illustrations and text? Why do you think the canal has flowers and plants? Turn and talk to a partner.</i></p> <p><i>Let's add any new ideas to our chart.</i></p> |
| <p>pages 19-20</p> | <p>Turn to pages 19-20 (Minnesota rice fields).</p> <p><i>Let's listen to this passage. I'll read the pages twice. Notice the special rhythms or sounds in the language? Why do you think Pat Mora wrote it that way? What does she want us to think about?</i></p> <p>After reading, have the group share a few ideas.</p> <p><i>Let's notice if there are any words we should add to our list.</i></p> <p>Locate Minnesota on the world map or on a map of the United States.</p> <p><i>This page represents the rice fields in the state of Minnesota. Did you know that people grow rice in the United States? What's going on here? Is this a landform? Is it water? What do you think, and why? Turn to a partner.</i></p> |

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| | <p>Invite one or two pairs of children to share their ideas.</p> <p>Add information to the chart.</p> |
| pages 23-24 | <p>Turn to pages 23-24 (Grand Canyon). <i>Let's listen to this passage. I'll read the pages twice. Notice the special rhythms or sounds in the language? Why do you think Pat Mora wrote it that way? What does she want us to think about?</i></p> <p>After reading, have the group share a few ideas.</p> <p><i>Let's notice if there are any words we should add to our list.</i></p> <p>Show the Colorado River and Grand Canyon on the map. <i>This page represents the Grand Canyon. The Grand Canyon is made by layered bands of red rock. This rock has been carved out by the Colorado River after many years. You have seen the Colorado River before: Horseshoe Bend is part of this river! What do you think of this image of the Grand Canyon? What other landform is this like? Let's add our thinking to the chart.</i></p> |
| Key Discussion 12 minutes | <p>Engage in a whole group discussion about the chart, encouraging use of established classroom discussion prompts. <i>Let's see what we have noticed about the language and the settings in this book.</i></p> <p>Some possible discussion questions:</p> <ul style="list-style-type: none"> ● How does the author use language to deepen our understanding about landforms and water? ● What landforms are similar? Why? ● What landforms are different? ● What is the impact that water has had? ● Are there any human-made landforms? What do you think about humans having an impact on the land? |
| Closing 1 minute | <p><i>We have gathered a lot of information about important landforms and water around the world by looking closely at Meilo So's illustrations, comparing them to photographs, and listening to the sounds and rhythm of descriptive language. When you read on your own, you may want to read passages of your books aloud to see how they sound.</i></p> |
| Standards | <p>R.7.2.a Describe how words and phrases supply rhythm and meaning in a text.</p> |

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| | <p>L.5.2.b Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</p> <p>2.T2.1. On a map of the world and on a globe, locate all the continents and some major physical characteristics on each continent (e.g., lakes, seas, bays, rivers and tributaries, mountains and mountain ranges, and peninsulas, deserts, plains).</p> <p>2.T2.3. Explain how the location of landforms and bodies of water helps determine conditions (i.e., climate, weather, vegetation) for habitable living.</p> <p>2-ESS2-3. Use examples obtained from informational sources to explain that water is found in the ocean, rivers and streams, lakes and ponds, and may be solid or liquid.</p> <p>2-ESS2-4(MA). Observe how blowing wind and flowing water can move Earth materials from one place to another and change the shape of a landform.</p> |
| <p>Ongoing assessment</p> | <p>Note children’s conversation regarding rhythm and how sounds and phrases help provide meaning in a poem. Also make note of children’s contributions added to the chart.</p> <p>Do children describe rhythms and sounds and how they affect understanding of landforms and water?</p> <p>Do they explain how landforms and bodies of water are similar and different?</p> <p>Do they describe the impact of water on different landforms?</p> |

Notes

Water Rolls, Water Rises excerpt, pages 7-8

Slow into rivers,
water slithers and snakes
through silent canyons at twilight and dawn.

*Lenta, el agua
se desliza y serpentea hacia los ríos
por cañones silenciosos al anochecer y al amanecer.*

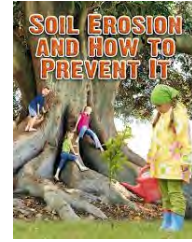
Water Rolls, Water Rises excerpt, pages 7-8

Slow into rivers,
water slithers and snakes
through silent canyons at twilight and dawn.

*Lenta, el agua
se desliza y serpentea hacia los ríos
por cañones silenciosos al anochecer y al amanecer.*

Unit 2: The Forces of Wind and Water

WEEK 3 Day 3



Text Talk
Soil Erosion and How to Prevent It
 pages 10-11

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| Big Idea | Wind and water can change the shape of the land. |
| Weekly Question | How can water change land, and why does it matter? |
| Content Objective | <p>I can use details from texts, including words and photographs, to discuss and write about key ideas related to erosion by water. (R.4.2, R.5.2.b, W.1.2.b)</p> <p>I can describe where water is found and how flowing water can change the shape of landforms. (2-ESS2-3, 2-ESS2-4(MA).)</p> |
| Language Objective | I can determine the meaning of new vocabulary by using clues from words and illustrations. (R.7.2.b, L.4) |
| Vocabulary | <p>carve: to cut into the surface of something</p> <p>channel: long, narrow place where water flows</p> <p>collapse: to fall inward</p> <p>particle: a very small piece of something</p> <p>protect: to guard or keep safe</p> <p>surface: the outside layer of something</p> <p>solid: firm or hard</p> |
| Materials and Preparation | <ul style="list-style-type: none"> ● <i>Soil Erosion and How to Prevent It</i>, Natalie Hyde ● <i>Soil Erosion and How to Prevent It</i>, pages 10-11 slides ● projector and screen ● Writing Response sheet, one for each child ● pencils |

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| | <ul style="list-style-type: none"> ● chart paper Prepare the following chart, What is erosion by water? <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: 80%; text-align: center;"> <p>What is erosion by water?</p> <p>_____ is one kind of water that causes erosion. Water causes erosion when _____.</p> <hr/> <p>[leave space blank for Day 4]</p> </div> <p>On the whiteboard, write:</p> <p>How do these different kinds of water cause erosion? What are two results of erosion by water, according to this text?</p> |
| <p>Opening 1 minute slides 1- 2</p> | <p>Reintroduce the book. <i>This week we’ve been thinking about the question, How can water change land, and why does it matter? Today we will read part of the book Soil Erosion and How to Prevent It to help us think more about how water changes land.</i></p> <p>Set a purpose for reading. <i>We’ll read the section “Erosion by Water.” We’ll ask ourselves, what can I find out about how water causes erosion? We’ll identify what this chapter is mainly about and some important details.</i></p> |
| <p>Text and Discussion 18 minutes slide 3: page 10, paragraph 1</p> | <p>Read only the first sentence in the first paragraph on page 10. Then reread. Model thinking. <i>“Running water!?” Let’s stop and ask what that phrase means. I don’t think the author means water that runs, like people and animals run. What do you think the author means when she says “running water”?</i></p> <p>Read the entire first paragraph aloud. Support the children to articulate the main idea. <i>Turn and talk with a partner. According to the text, why is running water the most powerful form of erosion? What details support this</i></p> |

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| | <p><i>idea?</i></p> <p>Note: The word “channels” will be explored as the lesson continues.</p> |
| <p>slide 4: page 10, paragraph 2</p> | <p><i>This chapter is organized into paragraphs with subheadings. This paragraph is titled “Carving the Earth’s Surface.” To carve is to cut into something. The surface is the outside layer of the earth. What does the author mean when she writes “carving the surface of the earth”?</i></p> <p>Provide children with another example, such as carving into clay, or carving an ice sculpture, a piece of meat, or a pumpkin. Offer a gesture to help define the word.</p> <p><i>In this section, we’ll learn how water carves [hand gesture] the earth’s surface.</i></p> <p>Read the full paragraph. Allow children a moment to make connections to their prior exposure to the Grand Canyon in the previous lesson.</p> <p><i>We heard a lot about rocks in this paragraph. Natalie Hyde is not talking about the little rocks we find at the park. What kind of rocks is she talking about? How do you know?</i></p> <p><i>The author is talking about giant rocks, like in the picture. We can use this photograph of the Grand Canyon to help us understand the information in the paragraph.</i></p> <p><i>The word “channels” is used in this paragraph, and it was also up in the first paragraph [point it out]. Let’s reread this paragraph. Pay attention to details that will help us understand what a channel is.</i></p> |
| <p>slide 4: page 10, paragraph 2</p> | <p>Reread the second paragraph.</p> <p><i>Turn to your partner and talk about what you think a channel is, and how you know. Talk about where you find the channel in this photograph.</i></p> <p>As children share their definitions, encourage them to cite language from the text, such as, “tunnels,” “V-shaped grooves,” and “fast-flowing water.”</p> <p><i>The word “eroded” is used in this paragraph; “eroded” is related to the word “erosion” [point to the word]. Turn and tell your partner what’s happening to the limestone and sandstone.</i></p> <p>Encourage children to use details from the text and their knowledge of the word “carve” as they explain what the rainwater and fast-flowing water are doing to the limestone and sandstone.</p> <p><i>We are starting to figure out that different kinds of water, like</i></p> |

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| | <p><i>rainwater and fast-flowing water, can erode, carve into, or wear down the rock, and, in this way, change its shape.</i></p> |
| <p>slide 5: page 11, paragraph 1</p> | <p>Skip “You Dig it” and continue to page 11. Draw children’s attention to the first paragraph. <i>This next paragraph’s heading is “Nature’s Umbrella.” An umbrella is something that protects us from the rain. What could “nature’s umbrella” be? Let’s read.</i></p> <p>Read the paragraph. <i>Turn and talk to a partner. What is a key detail we are learning in this paragraph about rainwater and plants?</i></p> |
| <p>slide 6: page 11, final paragraph</p> | <p>Skip “Losing Support.” Continue to the last paragraph. <i>The last section, “Rocky Islands,” has a photograph to help us. Let’s look at the photo as we read the next section.</i></p> <p>Read the paragraph. <i>According to the text, how does ocean water change the land along coasts?</i></p> <p>Harvest children’s ideas.</p> |
| <p>Key Discussion and Activity 20 minutes</p> | <p>Facilitate a whole group discussion. <i>In this text, what kinds of water cause erosion?</i></p> <p>Think, Triad, Share. Prompt 1: <i>How do these different kinds of water cause erosion?</i></p> <p>Prompt 2: <i>What are two results of erosion by water, according to this text?</i></p> <p>Return to the whole group. Refer to the chart, What is erosion by water? <i>What do we understand now about how water causes erosion?</i></p> <p>Refer to the sentence frames on the chart to help children articulate details from the text to answer these questions.</p> <p>Distribute the Writing Response sheets, pencils, and clipboards. <i>Here are some questions about erosion by water. You’ll begin writing your responses now, and you can continue at the Writing Station.</i></p> <p>Echo read the Writing Response prompts and vocabulary. Answer clarifying questions, and invite children to begin writing.</p> <p>Circulate as children write to address any questions or misconceptions. Return as a group and ask a few children to share their responses (so far).</p> |

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| <p>Closing 1 minute</p> | <p><i>Today we asked ourselves, based on Soil Erosion and How to Prevent It, what can we find out about how water causes erosion? We identified what this chapter is mainly about and some important details. Tomorrow we'll continue to find out about how water causes erosion.</i></p> |
| <p>Standards</p> | <p>R.4.2 Ask and answer questions about who, what, when, where, how and why.</p> <p>R.5.2.b Identify the main topic of a multi-paragraph text and the central ideas of specific paragraphs.</p> <p>R.7.2.b Use provided resources to determine the meaning of words and phrases in a text.</p> <p>W.1.2.b Gather information from provided sources and/or recall information from experiences in order to answer questions.</p> <p>L.4: Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade 2 content. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from a range of strategies.</p> <p>2-ESS2-3. Use examples obtained from informational sources to explain that water is found in the ocean, rivers and streams, lakes and ponds, and may be solid or liquid.</p> <p>2-ESS2-4(MA). Observe how blowing wind and flowing water can move Earth materials from one place to another and change the shape of a landform.</p> |
| <p>Ongoing assessment</p> | <p>Notice how children are able to articulate key details about erosion by water.</p> <p>Are children identifying the main topic of the text and the focus of each subtopic?</p> <p>Do children explain how erosion by water occurs and what some results of erosion by water are?</p> <p>As children are grappling with new words, note their strategies for learning this vocabulary.</p> <p>How do children utilize context clues?</p> <p>Observe how children are writing and misconceptions that arise. Collect and make notes on the writing.</p> |

Writing Station Response: ***Water Rolls, Water Rises***

Name: _____ Date: _____

What do you know about water and how it changes the shape of land, based on the illustrations and descriptions in this text?

Unit 2: The Forces of Wind and Water



WEEK 3 Day 4

Text Talk
Erosion: Changing Earth's Surface
Read 1 of 2, pages 4-9

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| Big Idea | Wind and water can change the shape of the land. |
| Weekly Question | How can water change land, and why does it matter? |
| Content Objectives | I can ask and answer questions about how water changes the land. (R.4.2, SL.1.2) I can explain where different bodies of water are found based on information from the text. (2-ESS2-3) I can describe how flowing water can change the shape of the land. (2-ESS2-4(MA)) |
| Language Objectives | I can read fluently and use vocabulary from the text to describe what I'm learning and what I want to know about erosion by water. (L.6.2.a) I can determine the meaning of words and phrases about erosion by water. (R.7.2.b, L.4.2.b) |
| Vocabulary | flash flood: a flood that happens very quickly grind: to rub a rough surface against something to change its shape nutrient: a substance that plants or animals need to grow riverbed: the ground at the bottom of a river seep: to flow or pass through small openings teeter: to stand in an unsteady way |
| Materials and Preparation | <ul style="list-style-type: none">● <i>Erosion, Changing Earth's Surface</i>, Robin Koontz● <i>Erosion, Changing Earth's Surface</i> excerpt, page 8, printed, one copy for each pair of children● Text Talk notebooks and pencils |

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| | <ul style="list-style-type: none"> • What is erosion by water? chart, from Day 3 At the bottom of the chart add, What questions do we still have? <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p style="text-align: center;">What is erosion by water?</p> <p>_____ is one kind of water that causes erosion. Water causes erosion when _____.</p> <hr/> <p>What questions do we still have?</p> </div> <p>On the whiteboard write:</p> <p style="padding-left: 40px;">How does water change the land?</p> <p style="padding-left: 40px;">What questions do you have about how water changes the land?</p> |
| <p>Opening 1 minute</p> | <p><i>Today we will read a new informational text titled Erosion, Changing Earth’s Surface, written by Robin Koontz and illustrated by Matthew Harrad. This book contains important information that will help us understand more about erosion. Today we will read just a few pages.</i></p> <p>Set a purpose for the read.</p> <p><i>We are continuing to explore how water causes erosion. Today as we’re reading, we’ll think about what we already know about this and what questions we have. We’ll define new words and use them to describe what we’re learning about erosion.</i></p> |
| <p>Text and Discussion 20 minutes</p> <p>page 4</p> | <p>Read the first paragraph on page 4. Define teeter by modeling a whole body gesture and inviting children to do the same.</p> <p>Pause before reading the second paragraph. <i>Listen for a definition of the word “erosion.” Put your thumb up when you hear a definition.</i></p> <p>Highlight how the text definition connects to the explanations of erosion from previous discussions.</p> <p>As a class, make up a motion for the word erosion. [For example, opening open arms wide and then moving them closer to the body to illustrate a shrinking landform.] Challenge children to use this motion every time they hear the word in the text.</p> |

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| <p>page 7</p> | <p>Continue to read through page 7, including the Fun Facts. Pause to ask: <i>How does erosion begin from rainwater, according to this text?</i> <i>What does it mean that “water grows deep quickly”?</i></p> |
| <p>page 8</p> | <p><i>Let’s read together.</i></p> <p>Distribute the excerpts. Begin reading page 8 chorally. Pause the reading after the third sentence (“... bottom of the riverbed.”). <i>What does the author, Robin Koontz, mean when she writes “The rocks grind along the bottom of the riverbed?”</i> <i>What makes you think that? In your mind, picture rocks grinding.</i> <i>What does that look like?</i></p> <p>Invite a few children to share their ideas. Clarify as needed: <i>The moving water makes rocks rub against each other and crumble along the earth underneath the river water.</i> Grind means to rub a rough surface against something to change its shape. [Make a gesture.] Riverbed means the ground at the bottom of a river. [Hold one forearm parallel to the ground (the riverbed) and move the other hand and forearm, as water, above it.]</p> <p>Continue reading chorally. At the end of the second paragraph, pause. <i>We know that nutrients help plants grow. They are like vitamins in the soil. Does this text remind you of anything else we have seen?</i> <i>What does this information make you think about erosion by rivers?</i></p> <p>Ask children to set aside their excerpts.</p> |
| <p>page 9</p> | <p>Read the Fun Fact. <i>Turn and talk to a partner. What are you thinking at this point in the text about erosion by water? Turn and talk to a partner about one idea and one question you have about erosion by water.</i></p> |
| <p>What is erosion by water? chart 6 minutes</p> | <p>Refer to the chart What is erosion by water? Facilitate a whole group discussion. <i>Let’s review the types of water we read about yesterday.</i></p> <p>Review notes on the chart from the previous lesson. <i>What are some types of water we read about today? Is there anything more we can add to the chart today, after reading part of Erosion, Changing Earth’s Surface?</i></p> |
| <p>Key Activity 12 minutes</p> | <p>Distribute Text Talk notebooks and pencils. Invite children to talk with a partner and write to respond to the questions on the whiteboard:</p> |

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| | <ul style="list-style-type: none"> ● How does water change the land? ● What questions do you have about how water changes the land? <p>Harvest a few ideas in the whole group. Highlight children's use of words defined during the lesson (teeter, erosion, grind, riverbed, nutrient). Add questions to the bottom section of the What is erosion by water? chart.</p> |
| <p>Closing 1 minute</p> | <p><i>Today as we read, we described what we already know about how water changes the land, and we articulated questions we still have. We also used new words to describe what we're learning about erosion.</i></p> |
| <p>Standards</p> | <p>R.4.2 Ask and answer questions about who, what, when, where, how and why.</p> <p>R.7.2.b Use provided resources to determine the meaning of words and phrases in a text.</p> <p>SL.1.2 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>L.4.2.b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).</p> <p>L.6.2.a Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy, that makes me happy).</p> <p>2-ESS2-3. Use examples obtained from informational sources to explain that water is found in the ocean, rivers and streams, lakes and ponds, and may be solid or liquid.</p> <p>2-ESS2-4(MA). Observe how blowing wind and flowing water can move Earth materials from one place to another and change the shape of a landform.</p> |
| <p>Ongoing assessment</p> | <p>Listen in during discussions and review children's notes.</p> <p>How do children describe the ways water changes land?</p> <p>How do children articulate questions they still have about how water changes land?</p> <p>How are children expressing their thinking in writing?</p> <p>What theme-related words do children use? Do they use them correctly?</p> |

Roaring Rivers

The stream from the street joins with other streams and pours into lakes and rivers. The water picks up rocks along the way. The rocks grind along the bottom of the riverbed. The flowing water also washes dirt from the riverbanks. In these ways, rivers can cut deep gaps through the landscape.

Rivers flow to the oceans and leave behind a lot of dirt. The dirt is made of sand, pebbles, soil and rocks. It is full of good nutrients for growing plants.



WEEK 3 Day 5

Text Talk
Erosion: Changing Earth's Surface
 Read 2 of 2, pages 10-15

| | |
|---------------------------|--|
| Big Idea | Wind and water can change the shape of the land. |
| Weekly Question | How can water change land, and why does it matter? |
| Content Objectives | <p>I can identify the main topics of a multiparagraph passage and provide details about these topics. (R.4.2, R.5.2.b)</p> <p>I can identify the importance of oceans and the effect they have on people. (2.T2.2)</p> <p>I can describe different examples of flowing water and how water can change the shape of landforms. (2-ESS2-3, 2-ESS2-4(MA))</p> |
| Language Objective | I can articulate and listen to ideas about erosion by water. (SL.1.2) |
| Vocabulary | <p>acid: a liquid that destroys things by chemical action</p> <p>chemical: a substance or compound</p> <p>cliff: a steep rock face at the edge of the sea</p> <p>force: strength or energy caused by movement</p> <p>glacier: a large mass of ice that moves slowly down a slope or across land</p> <p>passage: a narrow passageway or path</p> <p>seep: to flow or pass through small openings</p> <p>stalactite: a structure hanging like an icicle from the roof of a cave, formed by dripping water depositing calcium salts</p> <p>stalagmite: a mound from the bottom of a cave, often touching a stalactite</p> <p>tsunami: a huge wave caused by an earthquake under the sea</p> |

| | |
|---|---|
| | valley: a low landform between two raised landforms |
| Materials and Preparation | <ul style="list-style-type: none"> ● <i>Erosion, Changing Earth’s Surface</i>, Robin Koontz ● What is erosion by water? chart, from previous days ● Text Talk notebooks and pencils <p>On the whiteboard, write:</p> <p>What were the main topics of this section of the text? What are some details that go with those topics?</p> <p>What do you know now about erosion by water?</p> |
| Opening 1 minute | <p>Reintroduce the book and share the purpose for reading.</p> <p><i>Yesterday we read Erosion: Changing Earth’s Surface by Robin Koontz. We explored different ways that water causes erosion. Today we’ll read to find out specifically how the ocean, frozen water, and dripping rain cause erosion. We’ll identify the main topics and some details about each kind of erosion.</i></p> |
| Text and Discussion 19 minutes page 10, first paragraph | <p>Read the first paragraph on page 10.</p> <p><i>What is being described here? What does the ocean do to rock? Turn and talk to a partner.</i></p> <p>Affirm children’s understanding.</p> <p><i>Oceans erode rocks at the bottom of cliffs. That is the main topic of this paragraph.</i></p> <p>If not surfaced, take time to explain “erode soft rock” and “throw the loose material back.”</p> |
| page 11 | <p>Read the rest of pages 10 and 11.</p> <p><i>Let’s talk about the details of these pages together. What are the different ways that the ocean can erode cliffs?</i></p> <p>Harvest a few ideas.</p> <p><i>Now, take a Note Break: how do oceans cause erosion? Include some details from the text to support your idea.</i></p> <p>Encourage children to think beyond the text.</p> <p><i>The text reads, “eroded pieces...can become a sandy beach.” That sounds like erosion. It’s interesting to think that while erosion is causing damage to the cliff in one place, it does something positive and beautiful someplace else. What do you think about this idea?</i></p> |
| page 12 | <p>Read the two paragraphs on page 12.</p> <p><i>Turn to a partner to trade ideas about these two questions: What does the text tell us happens to water when it freezes inside</i></p> |

| | |
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| | <p><i>rock?</i> <i>What are glaciers?</i></p> <p>Encourage children to use words they have learned such as “carve” [use the hand motion] and “valley.”</p> <p>Affirm children’s understanding. Glaciers are frozen water that move and can break up rocks. That is the main topic of this section.</p> |
| pages 12-13 | <p>Read page 12 again and continue through page 13. <i>Turn and talk. What is frozen erosion, and why does it matter?</i> Harvest a few ideas. Distribute Text Talk notebooks and pencils. <i>Now, Take a Note Break. What is frozen erosion and why does it matter?</i> Give children a few minutes to think and write quietly.</p> <p>Bring the group back together to discuss different kinds of erosion by water. Add children’s ideas and questions to the What is erosion by water? chart.</p> |
| page 15 | <p><i>How does rain carve caves?</i> Have children share some ideas with the group. Add to the chart as appropriate.</p> |
| Key Activity 14 minutes | <p>Note Break. Invite children to talk and then write about two prompts. Refer to the questions on the whiteboard.</p> <p>Prompt 1: <i>What were the main topics of this section of the text? What are some details that go with those topics?</i> [Main topic examples: Ocean erodes rock by the shore, glaciers are frozen water that breaks up rocks, rain can carve caves.]</p> <p>Prompt 2: <i>What do you know now about erosion by water?</i></p> |
| Closing 1 minute | <p><i>Today we read to find out specifically about three kinds of erosion caused by water: erosion from the ocean, frozen water, and dripping rain. We identified the main topics and some details about each kind of erosion.</i></p> |
| Weekly Question Chart | <p>Refer to the Weekly Question Chart.</p> |

| | |
|---------------------------|--|
| 5 minutes | <p>Read the chart together. Add any essential ideas that may be missing. Identify and color-code two or three themes that emerge. Some themes might be: water can cause erosion with fast flowing rivers. Water can drench soil making a fertile area called a delta.</p> <p>Save this chart for use in Week 5.</p> |
| Standards | <p>R.4.2 Ask and answer questions about who, what, when, where, how, and why.</p> <p>R.5.2.b Identify the main topic of a multi-paragraph text and the central ideas of specific paragraphs.</p> <p>SL.1.2 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>2.T2.2. On a map of the world and on a globe, locate the oceans of the world, and explain the importance of oceans and how they make the world habitable.</p> <p>2-ESS2-3. Use examples obtained from informational sources to explain that water is found in the ocean, rivers and streams, lakes and ponds, and may be solid or liquid.</p> <p>2-ESS2-4(MA). Observe how blowing wind and flowing water can move Earth materials from one place to another and change the shape of a landform.</p> |
| Ongoing assessment | <p>Circulate as children work. Listen in as they read and talk about the information.</p> <p>Do children identify the main topics as well as the details within individual paragraphs and sections of text?</p> <p>How do children explain the way water changes land, and why it matters?</p> <p>Collect and make notes on children’s writing.</p> <p>How do children explain erosion by water?</p> <p>Do they use evidence from the text in their explanations?</p> <p>What vocabulary do they appropriately use?</p> |

Notes

Unit 2: The Forces of Wind and Water

WEEK 3

Stations

| Station | Activities | Materials |
|---|--|---|
| | | Writing tools at each station |
| Guided Independent Reading | | <ul style="list-style-type: none"> individual book bags |
| Teacher groups: strategic small group instruction | | |
| Listening & Speaking | Listen and Respond | <ul style="list-style-type: none"> audio recording and technology <i>Dirt: The Scoop on Soil</i> book conversation prompts |
| Science Literacy | What can we learn about an area of land by drawing a map? | <ul style="list-style-type: none"> Unit 2 Science and Engineering packets colored pencils |
| Vocabulary | Choose 3! | <ul style="list-style-type: none"> Week 2 Weekly Words cards Recording sheets Choose 3! menu |
| | Talk About It: Water is powerful! It can change the land. Why is this important to notice and think about? | <ul style="list-style-type: none"> Week 2 and Week 3 Weekly Words cards Week 3 image, 2 copies cut apart Week 3 sheets |
| Word Work (align skills with literacy program) Provide activity directions cards | Writing words, using them in sentences | <ul style="list-style-type: none"> Week 3 Look Cover Write Check sheets |
| | Making new words with prefixes | <ul style="list-style-type: none"> Week 3 Make New Words sheets |
| Writing | Prompt from Text Talk Day 1: What do you know about water and how it changes the shape of land, based on the illustrations and descriptions in this text? | <ul style="list-style-type: none"> <i>Water Rolls, Water Rises</i> Writing Station Response sheet |
| | Continued work from Text Talk Day 3: writing about erosion by water | <ul style="list-style-type: none"> <i>Soil Erosion and How to Prevent It</i> Writing Station Response sheet |

Dirt: The Scoop on Soil conversation prompts: Cut apart and provide with the physical text and audio recording.

Page 6:

How does the illustration help you understand the different parts of soil?

Dirt: The Scoop on Soil

Page 17:

How do animals make soil better for plants?

Dirt: The Scoop on Soil

After reading:

Why is soil important?

Dirt: The Scoop on Soil

I agree with you. I also think ____.

Why do you think that?

I don't think I agree with you because ____.

Talk About It



<https://www.soils4teachers.org/erosion/>



<https://www.soils4teachers.org/erosion/>

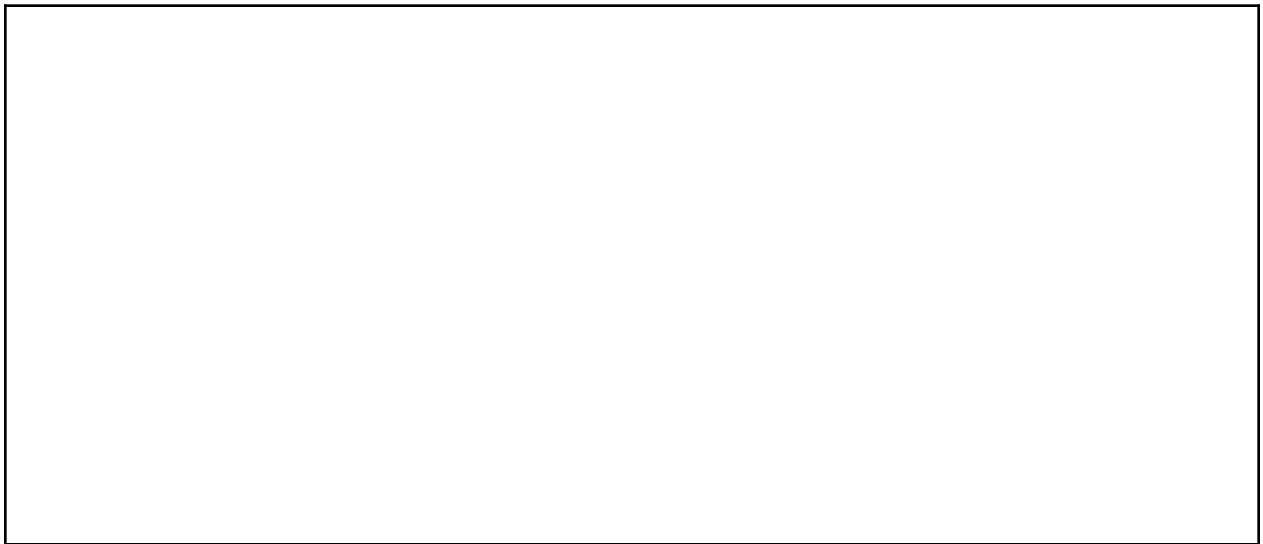
Vocabulary Station U2 W3

Talk About It

Name: _____ Date: _____

Water is powerful! It can change the land. Why is this important to notice and think about?

Look carefully at the image. **Talk** with your partner, **draw and write** about your ideas, and then **share** your writing. Use important vocabulary words as you talk and write. **Circle** the important words you use.



Name: _____

Make New Words

Cut apart the cards. Arrange the cards in two columns: with stars and without stars. Read each syllable.
Put cards together to make new words. Write the new words.

| | |
|---------------|----------|
| ☆ com + plete | complete |
| | |
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| | |

Skills: know and apply grade-level phonics and word analysis skills in decoding words.

Make New Words Cards



mis pire



base fuse



tad take



in plete



con ball



com pole



dis time



bed like



ex vite

Name: _____

| Look | Cover | Write | Check ✓ |
|----------|-------|-------|---------|
| only | | | |
| house | | | |
| move | | | |
| right | | | |
| place | | | |
| together | | | |

Skills: recognize and read grade-appropriate irregularly spelled words.

Use it in a Sentence

only

house

move

right

place

together

Writing Station Response: ***Water Rolls, Water Rises***

Name: _____ Date: _____

What do you know about water and how it changes the shape of land, based on the illustrations and descriptions in this text?

Unit 2: The Forces of Wind and Water

WEEK 3 Lesson 1

Science and Engineering: Quadrat Study 3

Mapping

This lesson connects to and continues the year-long Quadrat Study, first introduced in Unit 1, Week 3.

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| S & E Big Ideas | Changes happen over time. |
| S & E Guiding Question | What does our Earth look like? What makes it look that way? |
| Content Objective | I can map a small area of land. (Practice 5, 2-PS1-1) |
| Language Objective | I can describe a material and its properties in speaking and writing. (L.6.2.a, W.2.2.b) |
| Vocabulary | distribution: the way something is shared in a group or spread over an area isolate: to set apart material: what a thing is made of, such as wood, paper, metal, plastic, cloth, or cardboard quadrat: a small area of habitat, usually selected to collect data about the distribution of plants or animals solid: firm and having a stable shape |
| Materials and Preparation | <ul style="list-style-type: none">● hula hoops or equivalent lengths of rope or twine knotted to enclose a circle, one for each child● Science and Engineering packets● writing and drawing tools, in one or more containers to carry outdoors● hand lenses, one for each child● chart paper and markers <p>Review children’s entries in Science and Engineering packets from the first quadrat study. Select a few that show different and informative observations.</p> |

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| | Review outdoor safety protocols |
| <p>Opening 10 minutes</p> | <p><i>Today we’re going back out to the schoolyard to continue our quadrat study. Remember, in a quadrat study scientists study the distribution of objects or organisms in an area—or how many of something there are.</i></p> <p><i>Let’s take a look at a couple of observations from our last quadrat study, when we looked at different solid objects.</i></p> <p>Show the selected examples. Use a simplified Science Circle protocol to guide the conversation, informally introducing this routine.</p> <p><i>How do you think your observations today might be similar or Different?</i></p> <p>Model setting down a hula hoop or circle of rope, reminding them that this isolates their area of study.</p> <p><i>This time, instead of drawing everything you see, you will draw a map of your quadrat. As you are drawing, think of some features mapmakers include in their maps.</i></p> <p>Demonstrate looking at the area from different perspectives (from the top and side) to see how the area changes in elevation, and ask children how they might represent elevation on their maps.</p> <p>Suggest other kinds of features children may find to include in their maps and/or on a map key.</p> <p>As a group, review any outdoor safety rules/precautions. Add any new precautions children suggest.</p> <p>Distribute children’s packets and hand lenses. Take the children out to the schoolyard with quadrat markers (hula hoops/ropes).</p> <p>Direct children to return to the same spots they observed for their initial quadrat studies, in Unit 1.</p> |
| <p>Investigation 15 minutes</p> | <p>Once outside and in a good spot for this observation, offer reminders as needed for placing the quadrat marker on the ground, observing everything within its frame, and identifying and describing as many features of the area as possible. Emphasize features of maps, differentiating from precise observational drawing of each object or detail.</p> <p>As children work, circulate to support children’s observation and representation. Guide them with the following questions.</p> <ul style="list-style-type: none"> ● What is the highest point of your area? What is the lowest? |

| | |
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| | <ul style="list-style-type: none"> • What is a unique feature of this tiny landscape? • Is there any water in your quadrat? • What does this map remind you of? <p>Identify a few children to share their work with the whole group.</p> |
| Discussion | <p>Bring the children back indoors. Set aside all materials except children’s packets. Ask identified children to share and describe their work. Encourage them to use precise vocabulary. Prompt classmates to discuss similarities and differences among maps.</p> |
| Closing | <p><i>What did you learn about your quadrat by creating a map?</i></p> |
| Standards and Practices | <p>W.2.2.b With guidance and support from adults, use a variety of digital tools to produce and publish writing, including peer collaboration.</p> <p>L.6.2.a Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy, that makes me happy).</p> <p>2-ESS1-1 Use information from several sources to provide evidence that Earth events can occur quickly or slowly.</p> <p>2-ESS2-3 Obtain information to identify where water is found on Earth and that it can be solid or liquid.</p> |
| Ongoing assessment | <p>As children work to record their observations, take note of their approach to the task, particular interests, and how they might be best supported with ongoing outdoor learning.</p> <p>Review children’s packets.</p> <ul style="list-style-type: none"> What features do they include in their maps? How do they represent elevation? Have they included a map key? Have they included any labels? <p>This is a year-long investigation. As children continue this work, look for greater details in their drawing and writing and increasingly meaningful connections to current unit content.</p> |

Unit 2: The Forces of Wind and Water

WEEK 3 Lesson 2

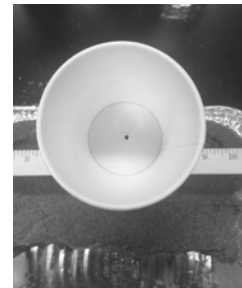
Science and Engineering: Earth's Systems
The Forces of Water on Land
Note: This lesson requires significant set up.

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|-----------------------------------|---|
| S & E Big Ideas | Wind and water can change the shape of the land. Changes happen over time. |
| S & E Guiding Question | What resources can we use to understand changes in the shape of the land? |
| Content Objectives | I can conduct an investigation to model and observe water's effects on land. (Practice 2, Science 2-ESS2-4(MA)) I can write and draw what I observed during an investigation about the force of water on Earth's materials. (Practice 4, 2-ESS2-2) I can draw and write about the effects of water on land, based on my observations. (W.3.2) |
| Language Objective | I can discuss my observations with my peers while we conduct an investigation by listening and adding onto what they say. (LS.2.1b) |
| Vocabulary | plateau: a raised landform with a flat surface on top stream table: a tray or table use to model the way water flows like a stream |
| Materials and Preparation | Before the lesson, assign children to groups of four to five. <ul style="list-style-type: none">stream table, one for each group Prepare one stream table for each group according to the directions below. If the schedule allows, a few children might be asked to help set up before the lesson. For additional help with setup, watch the Stream Table setup video . <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"><p style="text-align: center;">Stream Table Preparation</p><p>Materials:</p><ul style="list-style-type: none">2 aluminum foil trays</div> |

- screwdriver to poke holes
- 3 cups of sand
- spray bottle with water
- plastic spoon to mix the sand
- 12 inch ruler
- duct or packaging tape
- 8 oz paper cup

Steps:

1. Turn one aluminum tray over. Poke a hole where one short side of the tray meets the bottom, in the center.
2. Turn the tray back over.
3. Pour sand into the tray.
4. Spray the sand with water, and mix it until it is evenly moist but not soggy.
5. Pack the sand to cover one third of the tray at the end opposite the hole, forming a plateau about 1½ - 2 inches high. Make sure the sand is well packed and flat on top.
6. Place the ruler across the tray, above the sand, 1½ inches from the edge of the tray.
7. Tape the ruler to the tray on both ends.
8. Use the screwdriver to poke a **small** hole in the bottom of the cup.
9. Place the cup on the ruler so the hole sits between the ruler and the edge of the tray.
10. Place the second tray on a chair or other surface below the hole in the stream table to catch water.



| | |
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| | <ul style="list-style-type: none"> ● 16 oz bottle or other container filled with water, one for each group ● Grand Canyon and Popham Beach slides ● projector and screen ● writing tools ● Science and Engineering packets <p>During this lesson, one child in each group will be the recorder. Identify a recorder for each group and gather those children’s packets.</p> <p>This and other stream table investigations may be conducted outdoors to reduce mess.</p> |
| <p>Opening 10 minutes</p> | <p>Show slide 2: Colorado River. <i>We have been looking carefully at landforms and bodies of water around the world. When we started this study, we looked at Horseshoe Bend in the Colorado River. Here is the river from a different view. How do you think these shapes were formed?</i></p> <p>Harvest several children’s ideas.</p> <p>Show slide 3: Popham Beach. <i>Here is another place we’ve been discussing: Popham Beach. How do you think this land was formed?</i></p> <p>Summarize children’s ideas. For example: <i>Some of you think that water or wind changed and formed these areas. Let’s try to understand how that happened. We will do an investigation using sand and water to model in a short time what happens in real life over many, many years.</i></p> <p><i>Scientists record detailed observations of what happens during their investigations. As you work in your groups today, one person will be the recorder. Recorders, you’ll record your group’s findings on this page [show page].</i></p> <p>Distribute packets to children who will record the group’s investigation.</p> <p>Other children will take roles in conducting the investigation: placing the cup, pouring the water, and narrating the group’s observations for the recorder. Identify children for each role, or allow this to happen organically in the groups.</p> <p><i>The materials you need are at your tables. When you get to your table, look at the materials, but please wait for directions before touching them so you know exactly what to do. Are we ready?</i></p> |

| | |
|------------------------------------|--|
| | Send children to their tables. |
| Investigation 20 minutes | <p>Give directions to the whole group simultaneously for preparing and conducting the investigation; use the steps below and pace directions according to children’s activity.</p> <ol style="list-style-type: none"> 1. Set up <i>Place the stream table (the tray with the hole) on the desk, with the hole hanging over the side of the desk. Set the tray without a hole on a chair underneath the hole in the stream table.</i> <p>Note: If the side of the stream table with the sand is lower than the other end, prop it up with a book.</p> 2. Record <i>If you are the recorder, sketch a map of the sand in the stream table. You can pretend that it is a plateau.</i> 3. Predict <i>Turn and talk to your group. What might happen when the water falls on the sand? Recorder, write your prediction in your packet.</i> 4. Investigate <i>If you are in charge of the cup, place it in the middle of the ruler. Make sure the hole is not blocked.</i> <p><i>If you are in charge of the water, slowly pour it into the cup until it is full. When the cup is empty, fill it again with the remaining water.</i></p> 5. Observe and talk <i>As the water flows, observe and talk with your group about what is happening.</i> 6. Talk <i>After all of the water has been poured, talk about your observations.</i> 7. Record <i>Record your observations. Sketch a map of the sand now. Label any landforms you recognize.</i> 8. Clean up <i>When you finish, label your stream table with your names. Leave the sand in place and put the stream table [in the designated area]. Then, clean up the rest of the materials.</i> |

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| | As the children work and between each step of the investigation, circulate to support them. Direct their attention to the landforms being formed by the water, and encourage them to use specific vocabulary to name what happens. |
| Discussion | <i>Discussion about this experience will happen in Week 4.</i> |
| Closing | <p>Note: Stream tables should be kept intact for use in the Discovery Studio. They will be used again in Week 4 lessons, with topsoil in place of sand. Cups and lower trays can be put away.</p> <p><i>Before you set your trays aside, take a moment to reflect on the investigation. Ask each other the questions on the bottom of the page:</i></p> <ul style="list-style-type: none"> ● <i>Did we use our five senses to gather information about an object or something that happened?</i> ● <i>Did we draw or write what we thought or observed?</i> <p><i>Today you investigated with water and sand to observe how erosion works in real life to shape landforms. You can continue this work in the Discovery Studio!</i></p> |
| Standards and Practices | <p>W.3.2 Use a combination of drawing and writing to communicate a topic with a beginning, middle (including details) , and an end.</p> <p>2-ESS2-2. Map the shapes and types of landforms and bodies of water in an area. Clarification Statements: • Examples of types of landforms can include hills, valleys, riverbanks, and dunes. • Examples of water bodies can include streams, ponds, bays, and rivers. • Quantitative scaling in models or contour mapping is not expected.</p> <p>2-ESS2-4(MA). Observe how blowing wind and flowing water can move Earth materials from one place to another and change the shape of a landform. Clarification Statement: • Examples of types of landforms can include hills, valleys, riverbanks, and dunes.</p> <p>Practice 2. Developing and using models</p> <p>Practice 4. Analyzing Data & Interpreting Data</p> |
| Ongoing assessment | <p>Observe and take notes as the children conduct the investigation.</p> <p>Do children recognize various landforms as they form in the stream table?</p> <p>Do they sketch their maps with care and accuracy?</p> <p>Do they record their observations?</p> <p>Review the children’s packet entries in preparation for upcoming lessons.</p> |

Painting with Liquid Watercolors

If you've never used liquid watercolors before, take some time to experiment with them yourself before setting them up for children.

These paints will wash from *most* surfaces and fabrics with soap and water. *They may stain*, especially at full strength.

Watercolor brushes have softer and more absorbent fibers, so they are better able than other paintbrushes to hold the paint as it's applied (rather than just dropping it onto the paper). Similarly, watercolor paper is highly absorbent. It is also expensive; use it judiciously.

Setup

- Liquid watercolors can be used at full strength or diluted. They will last longer if diluted, of course, and will still produce rich colors.
- Start with a half inch of water in a container with one squirt of paint. Adjust from there.
- Provide one container for each color. Use clear containers.
- Either:
 - place one brush in each container of paint, or
 - have a container of clean water and a paper towel next to the paints so that brushes can be cleaned and then dabbed on the paper towel before entering a new color.
- Provide a space where wet paintings can lie flat while they dry.

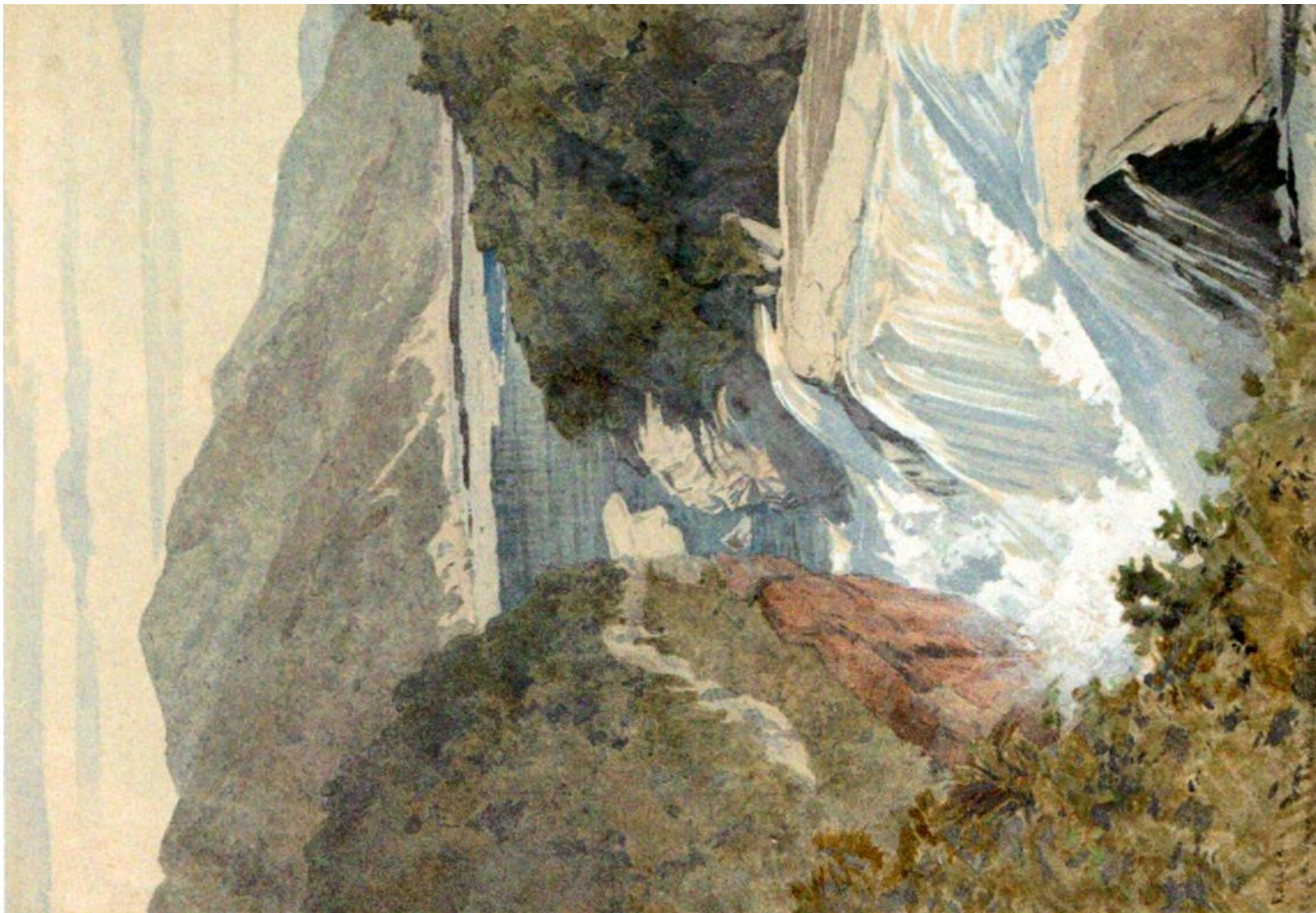
Notes for wet painting:

- Soak paper for a few hours before use. Set the paper in a tray of water, submerging it one sheet at a time so that water gets between the sheets; this keeps them from sticking together.
- It is especially difficult to keep the colors from combining with each other on wet paper. How does this impact efforts at representational painting?
- Introduce a limited number of colors to begin. With the primary colors—red, blue, and yellow—children will notice that secondary colors are created as the colors flow together.
- Use a dull pencil to write names on the finished, still-wet paintings. The color of the lead won't show, but the imprint will.

Notes for dry painting:

- Many watercolorists sketch very lightly with pencil before applying any paint.
- For resist, oil pastels should be used first, before paint is applied.

Paul Crowe Richmond, *Te Reinga, Falls of the Wairoa, Hawkes Bay, New Zealand*



Art Studio U2 W3

Focus on Second/ 2nd Grade for ME | Boston Public Schools Department of Early Childhood P-2/
Maine Department of Education

Joseph Mallord William Turner, *Lyme-regis, Dorsetshire, England*



Art Studio U2 W3

Focus on Second/ 2nd Grade for ME | Boston Public Schools Department of Early Childhood P-2/
Maine Department of Education

Albrecht Durer, *View from the North of Trent*



Art Studio U2 W3

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Henry A. Bacon, *Egyptian Pyramids*



Art Studio U2 W3

Focus on Second/ 2nd Grade for ME | Boston Public Schools Department of Early Childhood P-2/
Maine Department of Education

Thomas Moran, *Portneuf Canyon Idaho*



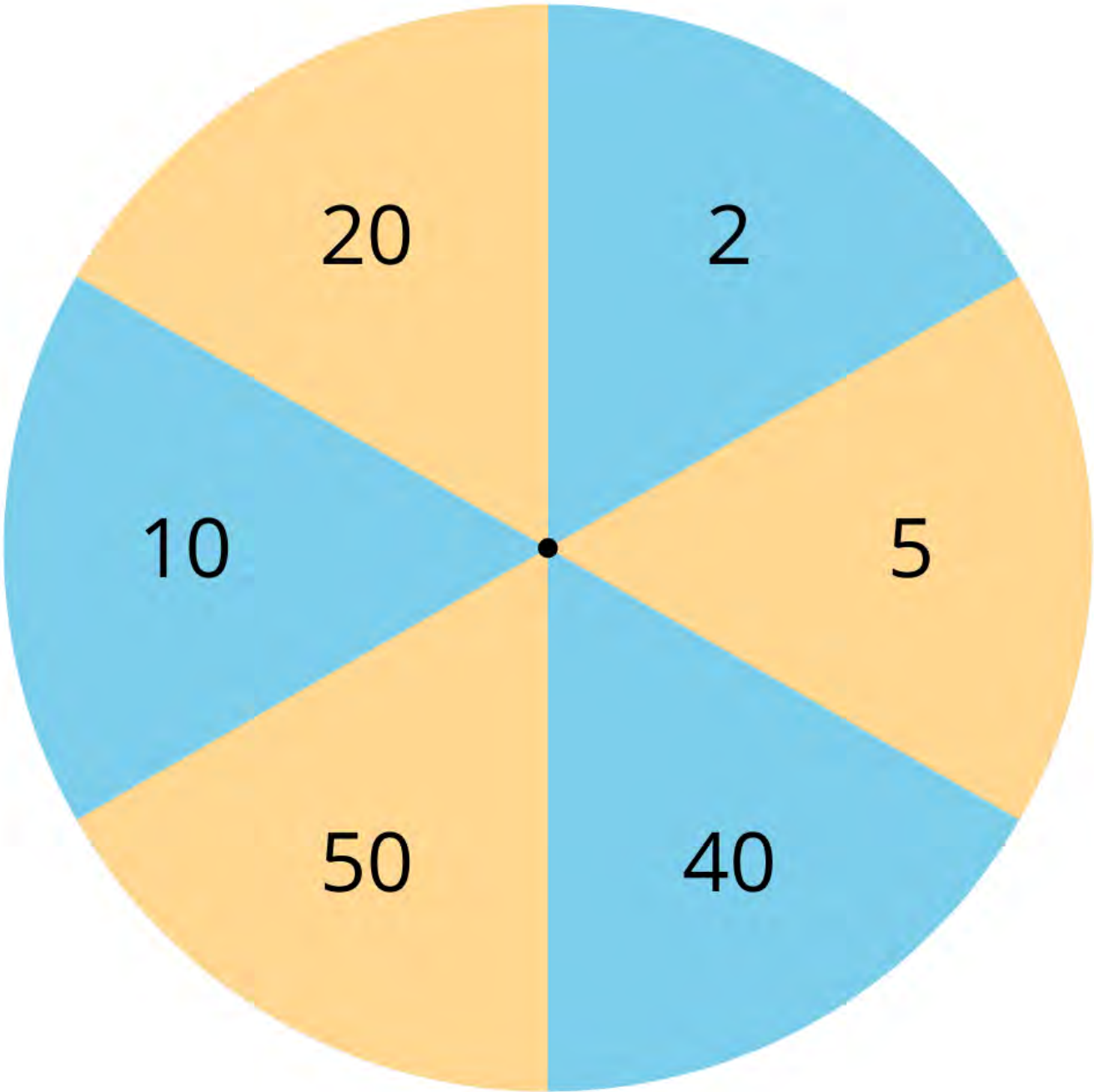
Art Studio U2 W3

Focus on Second/ 2nd Grade for ME | Boston Public Schools Department of Early Childhood P-2/
Maine Department of Education

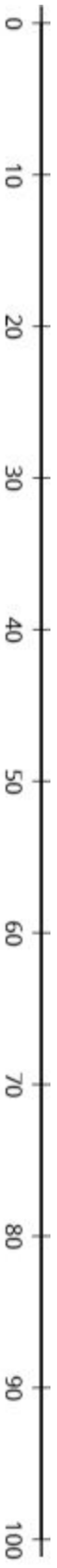
Erosion Experiment Procedure

1. Set up a landscape with sand and rocks in the stream table.
2. Create a slope by placing a block under the side of the stream table without the hole.
3. In the **Before** box of your Erosion Experiment sheet, draw the sand and rocks.
4. On your drawing, mark an **x** on the end that is elevated.
5. On your drawing, draw an arrow to show where the water will start.
6. Gently pour water into the landscape. Watch what happens.
7. In the **After** box of your Erosion Experiment sheet, draw arrows to show the direction the water flowed.
8. In your drawing, draw how the sand, rocks, and water look now.

Number Line Scoot Stage 1 Spinner



Number Line Scoot Stage 1 Gameboard



Book Introduction: Fiction

| | |
|---|--|
| Title: Author: Illustrator: | Sketch the front cover here, in color. |
|---|--|

Reviewer: _____

| |
|--|
| This book tells a story about: |
| Take a look at page ____! You will find: |
| One event / character to pay attention to is: This event / character is important to the story because: |
| I recommend this book to people who: |

Book Introduction: Information

| | |
|---|--|
| Title: Author: Illustrator: | Sketch the front cover here, in color. |
|---|--|

Reviewer: _____

| |
|--|
| This book gives information about: |
| Take a look at page ____! You will find: |
| One text feature to pay attention to is: |
| I recommend this book to people who: |

Unit 2: The Forces of Wind and Water

WEEK 3 Day 1

Writing Procedure

Peer-to-Peer Feedback

| | |
|--|---|
| Content Objective | I can use feedback to choose how to revise my writing. (W.2.2.a, W.2) |
| Language Objective | I can ask my partner questions to understand their writing choices and answer questions about my writing choices. (SL.2.2.b) |
| Vocabulary | directions: instructions feedback: specific, helpful suggestions given to improve work materials: the items needed to complete a procedure procedure: a genre of writing whose purpose is to give directions to accomplish a goal steps: the actions taken to complete a procedure |
| Materials and Preparation | <ul style="list-style-type: none">● children's procedures Identify and set aside one child's work to model receiving feedback.● materials needed for completing procedures Set aside the materials needed to complete the procedure of the child who will model receiving feedback.● Procedure Feedback sheet, one copy for each child and one for modeling● writing tools● writing folders |
| Opening 1 minute | <i>Today each person will try someone else's procedure and provide feedback to make it even better.</i> |
| Peer-to-Peer Feedback Practice 8 minutes | Introduce the Procedure Feedback sheet. <i>This is the paper we will use to provide feedback. At the top, there is a space for the writer's name and the reviewer's name. If you are the person reading your writing, you are the writer. If you are the person giving feedback, you are the reviewer.</i> |

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| | <p><i>Here’s how this will work. When you begin working with your partner, you will read your procedure to them. As you read each material, your partner will gather that material. As you read each step, your partner will follow the directions to complete the procedure.</i></p> <p><i>After trying out the procedure, your partner will answer two questions.</i></p> <p><i>The first question says, “Does it include all materials?” If the procedure lists all of the materials, your partner will check “Yes.” If something is missing, they will check “No.” If something is missing, talk about what is missing and what can be added so that it is complete. Then write those materials in the box below.</i></p> <p><i>The second question, on the back of the paper, says, “Does it include all steps?” If the procedure includes all steps, your partner will check “Yes.” If something is missing, they will check “No.” If something is missing, talk about what is missing and what can be added so that it is complete. Then write those steps in the box below.</i></p> <p><i>When you finish, you will switch places and repeat the process.</i></p> <p><i>Let’s try it together. _____, please read us your procedure.</i> As a class, try out the child’s procedure. Different children may take turns collecting materials and following steps, or, if the procedure is yoga, the whole class can try out the steps together.</p> <p><i>Now let’s look at our feedback sheet. Remember, our first question says, “Does it include all materials?”</i> Harvest several children’s ideas. Check “Yes” or “No” on the checklist and discuss why that choice was made. If materials are missing, work together to list missing materials. Repeat the process with the second question.</p> |
| <p>Peer-to-Peer Feedback 20 minutes</p> | <p><i>Now you will provide feedback to each other.</i> Partner the children and send them to the appropriate areas with Procedure Feedback sheets. As the children work, circulate to support them. When children are finished, have them store their Procedure Feedback sheets in their writing folders.</p> |
| <p>Closing 1 minute</p> | <p><i>Today you provided each other with feedback to make your writing even better! Tomorrow you will use this feedback to begin revising</i></p> |

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| | <i>your procedure.</i> |
| Standards | <p>W.2.2.a With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>W.2 Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology</p> <p>SL.2.2.b Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> |
| Ongoing assessment | <p>Observe and take notes as children provide feedback.</p> <p>What feedback are children given? Does it match your assessment?</p> <p>What next steps do children set for themselves and each other?</p> <p>Are there any trends emerging?</p> |

Notes

Procedure Feedback

Writer's Name: _____

Reviewer's Name: _____

Does it include all **materials**?

Yes

No

materials to add:

Does it include all **steps**?

Yes

No

steps to add:

Unit 2: The Forces of Wind and Water

WEEK 3 Day 2

Writing Procedure

Introduction to and Beginning Revising and Publishing

Today's lesson launches the work of revising and publishing that continues on Days 3-4. This lesson addresses two phases of the work: revisions (children's individual revisions and teacher-directed small group revisions) and publishing.

Children work individually and with partners or small groups to review their work and plan for revisions, considering whether their work makes sense and follows the purpose of the procedure: to give directions to accomplish a goal.

In preparation, the teacher identifies one area of revision for each child, focused on an aspect of structure or language and drawn from observations made throughout the unit. Children then receive guidance from the teacher to make these revisions by meeting in small groups with similar needs.

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| Content Objective | I can revise my writing to fit the purpose, structure, and language of a procedure. (W.3.2, W.2, W.2.2.a) |
| Language Objective | I can revise my procedure to include precise language. (W.2, L.2.3.f, L.1.2.e) |
| Vocabulary | publish: to prepare writing for an audience revise: to make changes to writing revision: change made to improve writing |
| Materials and Preparation | These materials will be used during Days 2-3 this week. <ul style="list-style-type: none">● Procedure Observation Tools, from Week 2, Day 3 Before the lesson, review the children's Procedure Observation Tools and Procedure Feedback sheets, along with other notes taken during Writing, to identify the strongest area of need for each child. Form groups of children with similar needs. Ideally, children should be divided into four groups: two groups to meet on Day 2 and two groups to meet on Day 3. See the descriptions below to guide possible group focus areas. |

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| | <p>For Revisions:</p> <ul style="list-style-type: none"> ● writing tools ● children’s writing folders, including procedures ● procedure Materials and Steps sheets and yoga procedures sheets, copies as needed for adding missing parts ● mentor texts, including the jointly-constructed procedure, available for children’s reference ● Procedure anchor chart, from Week 1, Day 1 <p>For Small Group instruction:</p> <ul style="list-style-type: none"> ● Procedure anchor chart, from Week 1, Day 1 ● procedure mentor texts ● materials needed for completing procedures ● Procedure Verbs charts, from Week 1, Day 4 and Week 2, Day 2 <p>For Publishing:</p> <ul style="list-style-type: none"> ● blank paper ● procedure Materials and Steps sheets, and yoga procedures sheets, copies as needed for publishing |
| <p>Opening 5 minutes</p> | <p><i>Each of you wrote a procedure to share with your classmates during Studios. This week you are going to revise and publish your work to get it ready for your audience—your classmates.</i></p> <p><i>Yesterday you received feedback from a classmate and made plans for revision. Today you will review your plan and begin revising.</i></p> <p><i>If you need to add a new material or step to your procedure, get a new sheet of paper to write that part.</i></p> |
| <p>Individual Construction 20 minutes, concurrent with Small Group instruction</p> | <p>Send the children with writing folders to revise their work.</p> <p>After children revise, they may begin to publish materials and steps, by copying illustrations and words onto new sheets of paper, as needed, to make their work clear. Note that all children will not need to copy all of their work. Only illustrations and words requiring significant revision should be copied onto new sheets. On Day 4 children will assemble all of the parts of their procedures into books, posters, or yoga cards.</p> |
| <p>Small Group Possibilities 20 minutes, concurrent with Individual</p> | <p>As children work individually and with partners, convene small groups with similar needs to improve one aspect of their procedures. The aspects addressed in revisions should be features of procedure taught during the unit. The following are suggestions for what to address in small groups.</p> |

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| <p>Construction</p> | <p><u>Stages</u> Review the lesson from Week 1, Day 2. Show a variety of mentor texts. Remind children that procedures include a goal, materials, and steps. Review how these parts of procedure appear on the page.</p> <p><u>Verbs</u> Review the lesson from Week 1, Day 4. Have children underline the verbs in their writing. In the small group, refer to the Verbs charts to get ideas for precise imperative verbs. Replace verbs to make the steps more precise. If children are having trouble, have them dramatize each step, using gestures and possibly materials, to identify the action needed to complete the step.</p> <p><u>Adverbs</u> Review the lesson from Week 1, Day 5. Remind children that adverbs make steps more precise by telling how and where. Have children try out their steps and try to answer How? and Where? for each action. Then support them to add appropriate adverbs.</p> <p><u>Adjectives</u> Review the lesson from Week 2, Day 1. Remind children that adjectives make materials more precise by telling how much and what kind. Have children collect the materials for their procedure and try to answer How many? and What kind? for each material. Then support them to add appropriate adjectives.</p> |
| <p>Closing 5 minutes</p> | <p>Choose one experience from small group instruction to share with the class. This should be informative to all children as they consider what and how to revise their procedures.</p> |
| <p>Standards</p> | <p>W.3.2 Use a combination of drawing and writing to communicate a topic with a beginning, middle (including details), and an end. W.2 Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology. W.2.2.a With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. L.2.3.f Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). L.1.2.e Use adjectives and adverbs and choose between them depending on what is to be modified.</p> |
| <p>Ongoing assessment</p> | <p>Review children’s Procedure Feedback packets and notebooks. Note what children are revising and how they are making revisions.</p> |

Unit 2: The Forces of Wind and Water

WEEK 3 Day 3

Writing Procedure

Revising and Publishing

continued from Day 2

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| Content Objective | I can revise my writing to fit the purpose, structure, and language of procedure. (W.3.2, W.2, W.2.2.a) |
| Language Objective | I can revise my procedure to include precise language. (W.2, L.2.3.f, L.1.2.e) |
| Vocabulary | audience: an individual or group for whom a piece of writing is composed procedure: a genre of writing whose purpose is to give directions to accomplish a goal publish: to prepare writing for an audience revise: to make changes to writing |
| Materials and Preparation | See materials from Day 2 |
| Opening 1 minute | <i>Today you will continue revising and publishing your procedures to get them ready for your audience.</i> |
| Individual Construction and Small Groups 24 minutes | As children work independently, meet with small groups, as described in the Day 2 lesson. |
| Closing 5 minutes | Choose one experience from small group instruction to share with the class. This should be informative to all children as they grow as writers. |
| Standards | W.3.2 Use a combination of drawing and writing to communicate a topic with a beginning, middle (including details), and an end. W.2 Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology. |

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| | <p>W.2.2.a With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>L.2.3.f Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).</p> <p>L.1.2.e Use adjectives and adverbs and choose between them depending on what is to be modified.</p> |
| Ongoing assessment | Note children’s participation in and understanding of the content of each small group. |

Notes

Unit 2: The Forces of Wind and Water



WEEK 3 Day 4

Writing Procedure
 Individual Construction: Title & Goal
 Publishing

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|----------------------------------|--|
| Content Objective | I can prepare my procedure for an audience. (W.3.2, W.2) |
| Language Objective | I can discuss my plans for publishing with a partner. (SL.1.2) |
| Vocabulary | <p>goal: aim; objective; what someone wants to accomplish</p> <p>procedure: a genre of writing whose purpose is to give directions to accomplish a goal</p> <p>publish: to prepare writing for an audience</p> <p>title: the name of a piece of writing</p> |
| Materials and Preparation | <ul style="list-style-type: none"> ● Procedure mentor texts: <i>Yoga Pretzels</i> and “Steps for Watercolor Painting” ● children’s writing folders, including procedures ● writing tools ● procedure Materials and Steps sheets and yoga procedures sheets, copies as needed for publishing <p>Note that children should only create new copies of pages that require significant revisions. Illustrations or words from first drafts may additionally be cut out and pasted to a new sheet if only one or the other needs to be revised.</p> <ul style="list-style-type: none"> ● blank paper, for publishing the title and goal and for assembling books (if children need to cut and paste parts of their procedures) ● materials for book binding (could be simply a stapler, or more sophisticated bookbinding materials) ● large sheets of paper for creating posters ● glue sticks ● scissors ● chart paper |

| | | | | | |
|--|--|------------|-----------------|----------------|-------------|
| | <p>Prepare the following Presentation and Celebration Plan chart.</p> <table border="1" data-bbox="540 281 1321 701"> <tr> <td data-bbox="540 281 932 491" style="text-align: center;">Art</td> <td data-bbox="932 281 1321 491" style="text-align: center;">Building</td> </tr> <tr> <td data-bbox="540 491 932 701" style="text-align: center;">Science</td> <td data-bbox="932 491 1321 701" style="text-align: center;">Yoga</td> </tr> </table> | Art | Building | Science | Yoga |
| Art | Building | | | | |
| Science | Yoga | | | | |
| <p>Opening 5 minutes</p> | <p><i>Today you will finish publishing your procedure to get it ready to share with your classmates tomorrow! There are different ways you can publish your work. You might choose to put all of your pages together to make a book.</i></p> <p><i>Or, you might decide that it would be best to see all parts of your procedure at once—like this.</i></p> <p>Show “Steps for Watercolor Painting.”</p> <p><i>If you want to have your whole procedure on one page, you will make a poster. You can glue the parts of your procedure to a large sheet of paper.</i></p> <p><i>Or you might be making a yoga card—like this.</i></p> <p>Show one of the <i>Yoga Pretzels</i> cards.</p> <p>Think, Pair, Share.</p> <p><i>Think about your procedure. Would it work best as a book, a poster, or a yoga card?</i></p> <p>Invite a few children to share their plans and say why they chose a particular format.</p> | | | | |
| <p>Individual Construction 15 minutes</p> | <p><i>Before you finish publishing today, you will need to write a title and goal for your procedure. Remember, the goal tells what the procedure is about, and is often included in the title.</i></p> <p>Think, Pair, Share.</p> <p><i>What is your procedure about? What do you want your classmates to do?</i></p> | | | | |

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| | <p><i>If you're writing your procedure as a book, you'll write your title and goal on a blank sheet of paper for the front cover. If you're writing your procedure as a poster, you'll write your title and goal on the top of the chart paper. If you're writing a yoga card, you'll write your title and goal on the other side of the card.</i></p> <p><i>After you write your title and goal, figure out which other parts of your procedure you still need to complete. Do you need to add materials or steps? Do you need to copy a material or step that you revised?</i></p> <p>Send the children with writing folders and publishing materials.</p> <p>As children work, circulate to collect children's titles on the Presentation and Celebration Plan chart. Record the title and author of each procedure in the appropriate section of the chart. After collecting titles, assist children with final publishing.</p> |
| <p>Closing 10 minutes</p> | <p>Bring the class back together.</p> <p><i>Tomorrow we will celebrate all of your hard work by trying out each other's procedures! I collected the titles of each of your procedures and wrote them in groups on the chart.</i></p> <p><i>We need to decide where each procedure will be done, and what materials should be in that area, so the readers can easily find what they need.</i></p> <p>Together with the children, choose one area of the classroom for each type of procedure, and add this information to the chart.</p> <p>Have children visit their assigned area with their procedures to make sure the necessary materials are available. If not, make a plan for how to make them available the next day.</p> |
| <p>Standards</p> | <p>W.3.2 Use a combination of drawing and writing to communicate a topic with a beginning, middle (including details), and an end.</p> <p>W.2 Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.</p> <p>SL.1.2 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> |
| <p>Ongoing assessment</p> | <p>Review children's published work for clarity.</p> |

WEEK 3 Day 5

Writing Procedure
Presentation and Celebration

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| Content Objective | I can try out and respond to a procedure. (W.3.2) |
| Language Objective | I can describe my experience following my classmate’s procedure. (SL.1.2) |
| Vocabulary | procedure: a genre of writing whose purpose is to give directions to accomplish a goal |
| Materials and Preparation | <ul style="list-style-type: none">● children’s procedures Choose one child’s work for modeling responding to the writer. Arrange the rest of the procedures in different areas around the classroom, on tables or posted, as appropriate to the format.● Presentation and Celebration Plan chart, from Day 4● sticky notes, one pad in each area● pencils, 4-5 in each area |
| Opening 5 minutes | <p><i>Today we have a lot to celebrate! You have all worked so hard to write procedures, and today you will try out and respond to each other’s work.</i></p> <p>Review the areas of the classroom where each procedure is located. <i>When you get to the procedure you want to try, you will read it through first so you know what to do. If you have any questions, you can ask a friend in the same area, or you can quickly ask the author. Then, you will collect all of the materials you need. After you have your materials, try out the steps!</i></p> <p><i>There are sticky notes and pencils in each area. When you finish trying out a procedure, you will write something to the author about their procedure and stick it to the back. Did you enjoy it? Was it easy to follow? Would you recommend it to someone else? Share a response with the writer.</i></p> |

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| | Read the chosen procedure and model responding to the work. |
| Trying out Procedures 20 minutes | Using classroom routines for choosing Studios, dismiss children to read and try out each other's procedures. As time allows, let children try out one or more procedures. |
| Closing 5 minutes | Bring the class back together. Invite the children to describe what it was like to follow a classmate's procedure, and to share appreciations for each other's work. <i>Your procedures will be available to continue using during Studios!</i> |
| Standards | W.3.2 Use a combination of drawing and writing to communicate a topic with a beginning, middle (including details), and an end. SL.1.2 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. |
| Ongoing assessment | Reflect and make notes about the unit. What do children understand about the purpose, structure, and language of procedure? What is still challenging? What do I still need to address with children this year? What might I do differently next year? |

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| Notes | |
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